

DOCUMENT RESUME

ED 113 927

FL 004 903

AUTHOR Dearden, Jeannette; Stig-Nielsen, Karin
TITLE Spoken Danish. Book One.
PUB DATE 72
NOTE 342p.
AVAILABLE FROM Spoken Language Services, Inc., P.O. Box 783, Ithaca, N.Y. 14850 (HC \$7.00, Book 2 \$8.50, Records \$40.50, Complete Course: Book 1 and Records, \$45.00, Accompanying Cassettes for Complete Course \$50.50, Cassette Course: Book 1 and Cassettes \$55.00)

EDRS PRICE MF-\$0.76 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Audiolingual Skills; Autoinstructional Aids;
*Conversational Language Courses; Grammar;
*Instructional Materials; *Language Instruction; Oral Communication; Pronunciation; *Second Language Learning; Speech Skills; *Textbooks; Uncommonly Taught Languages; Vocabulary
IDENTIFIERS *Danish

ABSTRACT

This is one of a series of self-teaching textbooks initially prepared for the Armed Forces and now offered to the public. The text is designed to be used with a native speaker of Danish or with the accompanying recordings. The textbook is divided into two major sections, each consisting of five learning units and one unit for review. Each unit is centered around some practical aspect of daily life, and covers basic sentences, pronunciation practice, word study, grammar and conversational situations. Each unit concludes with a "finder list" of vocabulary introduced in the unit. The emphasis is on speaking rather than on reading or writing. The text concludes with a key to the exercises and tests used in the units. (CLK)

* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *

ED113927

FL004903

NEW FORMAT



PERMISSION TO REPRODUCE THIS
COPYRIGHTED MATERIAL BY MICRO-
FICHE ONLY HAS BEEN GRANTED BY

*Spoken Language Services,
Inc.*

TO ERIC AND ORGANIZATIONS OPERAT-
ING UNDER AGREEMENTS WITH THE NA-
TIONAL INSTITUTE OF EDUCATION
FURTHER REPRODUCTION OUTSIDE
THE ERIC SYSTEM REQUIRES PERMIS-
SION OF THE COPYRIGHT OWNER

Jeannette Dearden & Karin Stig-Nielsen

SPOKEN DANISH Book One

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT
OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY.

This is one of a series of self-teaching textbooks in more than thirty languages prepared under the aegis of the American Council of Learned Societies and the Linguistic Society of America. There are four hours of recordings keyed to the printed text.

© Linguistic Society of America 1945, 1946

© Spoken Language Services, Inc. 1972

Published by

Spoken Language Services, Inc.

P.O. Box 783

Ithaca, New York 14850

No part of the material covered by these copyrights may be reproduced in any form without written permission of the publisher.

INTRODUCTION

1. **This Course** in spoken Danish is designed as a general introduction to the Danish language. It contains all the essential grammatical materials for learning to speak everyday Danish, and its vocabulary, though small, is built around a number of the most useful common situations and current topics. It is based on the principle that you must *hear* a language if you are to understand it when spoken, and that you must practice *speaking* it in order to master its sounds and its forms.

A teacher will often not be available for those for whom this book is written. So the course has been made as nearly self-teaching as possible. This manual covers the course completely and requires the use of no other reference material.

2. **The Danish Language** is spoken by almost 4 million people in Denmark, and is also used by some people in Greenland and the Faroe Islands.

Variations in language are perfectly natural and are found in every language in the world. So do not be surprised if no two Danes whom you meet seem to talk in exactly the same way. All the people you meet in Denmark will understand the kind of Danish presented in

this manual, and a great many of them, especially in the larger towns and cities and among the fairly well educated will speak it exactly as you find it here. The people in the country areas and even some of the people in the cities, may, however, speak a somewhat different kind of Danish. If the pronunciation you hear is not quite like what is given to you in this manual or what you hear in this course, *imitate the person with whom you are speaking*.

3. **A Native Speaker and This Manual** are used in this course to help you in learning to speak Danish. The two must be used together. Neither is of any value without the other.

This manual has been so organized that it can be used to study by yourself or in a group. If you work in a group, and have no regular teacher, choose one of the group to act as *Group Leader*.

4. **A Native Speaker** is the only good source of first-hand knowledge of the pronunciation and usage of any language. The method used in this manual requires the presence of a native speaker of Danish, preferably a person who can be on hand throughout the course, or

iii

next best the voice of a native speaker recorded on the phonograph records which are supplied with this manual. The native speaker is referred to as the *Guide*. The Guide's job is to act as a model for you to imitate, and as a check on your pronunciation and usage. It is not his business to be a "teacher" or to "explain" the language to you. *That* is the function of this manual. The Guide should be, if possible, a person who speaks more or less the type of Danish found in this manual, but he should speak it naturally and without affectation. He should be neither overeducated nor too uncultured.

5. This Manual is divided into five major parts, each containing five *learning* units and one unit devoted to *review*. Each unit contains several *sections*, usually the following:

- A. Basic Sentences (with Hints on Pronunciation, in Parts I and II, Hints on Spelling and Pronunciation Drill, in Parts III, IV, and V)
- B. Word Study
- C. Review of Basic Sentences
- D. Listening In
- E. Conversation
- F. Conversation (Cont.)

These six sections are followed in each learning unit by a *Finder List* containing all the new words in the

particular unit. At the end of the manual are included a summary of all word study material as well as supplementary word lists for Units 13 through 30. All the words in the manual are included in two complete vocabularies, Danish-English and English-Danish.

6. The Basic Sentences in each unit are arranged so as to give you a number of new words and a number of new ways of saying things, first broken up into words or short phrases, and then combined in complete sentences.

7. The Aids to Listening which are given throughout the manual present a simplified version of the Danish spelling which is designed to help you in remembering the Danish words *as they sound*. In the *Aids to Listening* each Danish sound is represented by one letter. Every letter always stands for the same sound.

8. The Hints on Pronunciation are given you to help you improve your speech in Danish. No language has sounds exactly like those of any other; and in Danish you will find some sounds which are quite absent from English, and others which are somewhat but not exactly like English sounds.

After you go through these Hints you will be able to hear and imitate more precisely the sounds in the *Basic Sentences*.

9. Pronunciation is Important for a number of rea-

sons: if you expect to be understood when you speak a foreign language, you will have to pronounce it more or less the way the people are used to hearing it. Furthermore, the nearer you get to pronouncing the precise sounds, the easier it will be for your ear to catch the sound as spoken by a native, and the more rapidly you will pick up new words and phrases and make progress in learning the language.

10. The Native Speaker Is Always Right. At times this manual or the phonograph records may show one pronunciation and the particular native speaker who acts as your Guide will pronounce something a little different. Always imitate the pronunciation of your Guide rather than that of the phonograph records or of the *Aids to Listening*.

11. The Word Study sections show you certain uses and combinations of words and phrases studied up to that point; you are taught how to take apart the words and phrases which you have heard and how to make new words and phrases on the same model.

12. The Listening In section gives you a number of conversations, anecdotes, or stories, which use the vocabulary and constructions you have learned in each unit and in all those preceding. Its purpose is to give you practice in listening to and understanding the foreign language as you might overhear it in normal con-

versations among Danish-speaking people, and to furnish you with models for your own conversation practice.

13. The Conversation Practice represents the central aim of the course. Situations will be outlined which will give you the setting for your conversations. Here you will be able to make use of all the material that you have learned up to this point.

14. In Speaking Danish you should *not* first figure out what you want to say in English and then translate it into Danish, word for word. You should apply, instead, the words and expressions you already know to the given situation. If you cannot immediately rattle off a word or expression to fit a particular situation, go on to another, or ask a question, but under no circumstances attempt to compose long and complicated sentences. As soon as you do, you lapse into English speech habits and stop learning Danish and Danish speech habits.

When people speak to you, they will often use words and expressions you do not know. If you can't guess their meaning, try to find out by asking questions in Danish, or by asking them to repeat slowly, or to explain in simpler terms. If you do this you will constantly learn more and will practice the Danish you already know in the process.

Your learning of Danish will not stop, therefore, when you have mastered this material. You will, rather, be able to get around among the people, practice what you know, and steadily pick up more and more words and phrases. Try to learn them as you go. Carry along a notebook to jot down what you want to remember; you can then review this new material from time to time.

You should not wait until you have finished this manual before you start using the language. Start

practicing right away. When you have done the first unit, try out the expressions on as many people as possible. When you try out your Danish, even at this early stage, make it slide off your tongue as smoothly as possible. Be careful not to slip back into a careless English-like pronunciation. Listen closely to what the person says in response, trying to catch as much as you can. The first few times it may be hard to catch even the words you know, but you will improve rapidly if you keep on practicing every chance you get.

TABLE OF CONTENTS

PART ONE

Unit	Basic Sentences	Page	Pronunciation	Page	Word Study	Page
1.	GETTING AROUND		Comment on the	7		
	A. Greetings and General Phrases. Directions.	1	<i>Aids to Listening.</i>			
	B. Asking for Things. Numbers. Price. Time.	9	Short vowels. Short vowels said with rounded lips. Consonants.	13		
2.	MEETING PEOPLE	30	Long vowels. Combinations with <i>j</i> . The "catch". Speaking fast.	38	Danish equivalents of "a" and "an" and of "the" (the-form of nouns). Nouns that aren't used with <i>en</i> and <i>et</i> . Danish equivalents of "it" and "one". Danish and English "equivalents".	44
3.	WHAT'S YOUR JOB?	61	Difference between long and short <i>o</i> . The Danish <i>r</i> . The <i>o</i> -sound before <i>r</i> . <i>ør</i> after a long vowel.	68	Danish equivalents of "understand", "speak", "begin", etc. (verbs). Asking questions. Sentences with <i>égo</i> . Special ways of saying things.	71
4.	FAMILY AND FRIENDS	88	A new sound: <i>y</i> . Danish <i>i</i> and <i>e</i> . <i>i</i> : and <i>e</i> :. The rise and fall of the voice.	95	More about verbs (the basic form and the present form). The Danish verbs <i>må?</i> , <i>vil?</i> , <i>skal?</i> and <i>kan?</i> (auxiliaries). How to use the basic form and the present form. The command form of the verb. Special ways of saying things.	98
5.	SEEING THE SIGHTS	117	<i>u</i> :. <i>ø</i> . <i>y</i> . <i>v</i> . <i>ø</i> and <i>ør</i> . The period and the question mark.	123	Danish nouns that refer to more than one of a thing (plurals). The plural the-form. Word order.	128
6.	REVIEW	151				vii

PART TWO

Unit	Basic Sentences	Page	Pronunciation	Page	Word Study	Page
7.	LET'S TALK ABOUT THE WEATHER More Numbers	162	y and ø. The semi-colon.	169	The possessive form of nouns. Danish equivalents of "good", "long", "cold", etc. (adjectives). How to use the three forms of the adjective. jo:. An irregular plural.	172
8.	GETTING A ROOM	193	a. a:. Difference between a: and a. e:. en and er. More about the tone of voice of Danish speakers.	199	More about vel, skal? and må?:. Leaving out "go", "come", etc. Questions made by adding <i>égo</i> <i>sán?</i> or <i>égo</i> to a statement. Difference between ja and jo:. Words like <i>o:dánt?</i> . Adjectives ending in i.	203
9.	LET'S EAT	223	Difference between o: and o:. p, t, k, b, d, g. More practice on the catch.	230	Danish equivalents of "some", "any", "something", "anything." <i>mi:ʔn</i> , <i>mit</i> , <i>mi:nə</i> , <i>ánən</i> , <i>ánəð</i> , <i>ándra</i> . Danish equivalents of "how". When to use <i>hen?</i> . Danish equivalents of "please". The adjective <i>ny:ʔ</i> <i>isa</i> .	234
10.	SHOPPING	251	u and o. u: and o:. The Danish l. Rapid speech.	258	Verbs used to talk about things that happened in the past (past forms and participles). How the past form and the participle are used. The difference between <i>lilə</i> and <i>smo:ʔ</i> . Using the singular rather than the plural after an expression like <i>fém?dən en hál?</i> .	261
11.	GETTING CLEANED UP	280	Long and short vowels. More practice on vowels.	285	Danish equivalents of "I", "me", "my", "mine", etc. Verbs like <i>sgónə saj</i> . New irregular verbs.	287
12.	REVIEW	310				

PART ONE

UNIT 1

GETTING AROUND

To the Group Leader: Each unit of this course is divided into six sections. It is suggested that the group spend not less than fifty minutes on each section.

Before you get the group together to work on this first unit, read carefully the following material up to the heading *Useful Words and Phrases* on Page 4. When the group meets, read the material aloud to them or have some other member of the group do the reading. The students will follow the reading with their books open. Be sure that your Guide, or the phonograph and records, are ready before the group meets for work on *Section A*. See that the Guide is supplied with a copy of *Haandbog for den danske Oplæser* which tells him just what he is to do. You yourself should consult the back of the Guide's Manual for further instructions.

You should look through all of the sections of this unit, reading the directions carefully, so that you will have in mind the general plan of the work. Always get clearly in mind the directions for a section before you take that section up in group meeting.

This unit gives you the most immediate and necessary expressions that you will need in meeting people, asking your way, buying things, and counting. The amount of learning and memorizing required for the first unit is considerably greater than that for any later unit. You are given such a large dose at the start because this unit is meant to be a kind of "language first aid" which gives you enough useful expressions to

enable you to make ordinary wants known and to carry on a simple conversation in Danish from the very start.

All but a few of these words and phrases are selected from the phonograph records for the Danish Language Guide (Introductory Series) (TM 30-311). If you have worked with these records, the present unit will serve as a review.

SECTION A—USEFUL WORDS AND PHRASES

In the list of *Useful Words and Phrases* which follows, the English equivalent of these words and phrases is given at the left of the page. In the middle column are the *Aids to Listening* which will help you in getting

the sounds. In the third column is the ordinary or *Conventional Danish Spelling*, to which you are to pay no attention now, but to which you will be able to refer later when you have begun to master its irregularities.

[1-A] 1

The *Group Leader* will first read the *English Equivalent* and pause for the *Guide* to speak the Danish. Every member of the group then repeats after the *Guide*. The *Guide* will then say the Danish a second time and everybody will repeat after him as before. The *Group Leader* will then read the next *English Equivalent* and the *Guide* and group will follow the same procedure.

If no *Guide* is available, the *phonograph records* provided for the course should be used. When the group is ready, the *Group Leader* will begin playing the appropriate record and the group will repeat right after the Danish speaker during the silences on the record. The *phonograph records* can be used with profit even in cases where a *Guide* is available because they can be heard between meetings of the group, whenever it is convenient to you; they furnish additional practice in hearing Danish; you may listen only to those portions which you have found difficult; and the records may be played as often as you wish. In case the speaker on the record has a Danish pronunciation different from that of your *Guide*, use the records only for listening and understanding and not for imitating.

Whether you are working with a *Guide* or with the *phonograph records*, you must repeat each Danish word and phrase in a loud, clear voice, trying at all times to imitate the pronunciation as closely as you can. Mimic everything, even the tone of the *Guide's* voice. Keep constantly in mind the meaning of the

2 [1-A]

Danish you are about to hear, glancing at the *English equivalent* whenever you need to remind yourself. When you are hearing the Danish, keep your eyes on the *Aids to Listening*. But whenever the written form seems to you to differ from the spoken sound, follow the spoken sound always.

In the first five units, do not attempt under any circumstances to pronounce the Danish before you have heard it. You will only make trouble for yourself if you try to guess the pronunciation by "reading" the *Aids to Listening* and you will get into even more trouble if you try to "read" the ordinary Danish spelling.

If you are working with a *Guide* who does not understand English, ask the *Group Leader* to demonstrate for you what hand signals to use to let the *Guide* know when you want him to read more slowly or to repeat.

To the Group Leader: If the *Guide* does not speak English, he is instructed to follow these hand signals:

- | | |
|---|--------|
| 1. Index finger raised: | BEGIN |
| 2. Hand raised, palm toward the <i>Guide</i> : | STOP |
| 3. Palm down, hand moved slowly in semi-circle: | SLOWER |
| 4. Beckoning with index finger: | REPEAT |
| 5. Hand held palm up and moved quickly up and down. | LOUDER |

Remember that each phrase you say has a real meaning in Danish and hence you should always act as though you were really saying something to someone else. You will learn fastest if, when your book is open, you follow these steps:

1. Keep your eyes on the *Aids to Listening* as you listen to the Danish being spoken.
2. Repeat immediately what you have heard.
3. Keep in mind the meaning of what you are saying.

Begin the words and phrases as soon as your Guide is ready or when the Group Leader is ready to play the first phonograph record.

To the Group Leader: Give the members of the group a chance to ask questions about the instructions. Make sure that everyone understands just what he is to do. Then have the students go through the list of *Useful Words and Phrases* once with the books open, repeating in unison after the Guide. Following this first practice, read with the group the *Comment on the Aids to Listening* on page 7. Make sure that everyone understands it.

Now go through the list a second time, just as you did before. And finally, go through it a third time, but let the students take turns repeating individually after the Guide—a sentence to a student. Indicate the order in which the repeti-

tions are to go, who is first, who next, and so on. Continue this individual repetition as long as the time permits. Then, just before dismissing the group, read with them the paragraph headed *Check Yourself* on page 9.

Here are some hints that will make the work of the group more effective:

1. Insist that everyone speak up. Don't allow any mumbling! Each member of the group must be able to hear what is being said at all times.
2. Indicate to the Guide that he is to repeat whenever the pronunciation is bad and to keep on repeating until he gets a pronunciation that sounds like Danish.
3. Urge everyone to mimic to the limit every sound, every inflection, even the mannerisms of the Guide.
4. Keep the work moving. Don't let it drag at any time. See that everyone is listening, not only to the Guide, but to himself and to the others as they repeat after the Guide.
5. Go through all the work yourself. Repeat with the others and take your turn at the individual repetitions.

1. Useful Words and Phrases

Here is a list of useful words and phrases you will need in Danish.

NOTE: Words enclosed in brackets [] are not expressed in the Danish. Words enclosed in parentheses () help to explain the meaning of the Danish but are not necessary in English. Words enclosed in single quotation marks ' ' are literal or word-for-word equivalents.

Greetings and General Phrases

— ENGLISH EQUIVALENTS —

— AIDS TO LISTENING —

— CONVENTIONAL SPELLING —

Record 1A, beginning.

How do you do *or* Hello.

Mister *or* Sir

Jensen

Mr. Jensen.

Hello, Mr. Jensen.

Mrs.

Mrs. Jensen.

Miss *or* young lady

Miss Jensen.

how

have

you

it

How are you?

4 [1-A]

godå:?

her

jénson

her jénson;

godå: her jénson.

fru

fru jénson;

frø: ? gøn

frø gøn jénson;

vórdan

hå: ? r

dí

de

vórdan hå: ? r dí dæ?

Goddag.

Herr

Jensen

Herr Jensen.

Goddag Herr Jensen.

Fru

Fru Jensen.

Frøken

Frøken Jensen.

hvordan

har

De

det

Hvordan har De det?

thank you *or* please
good *or* well
I'm fine, thanks.

and
And you?

many
Thank you very much.

You're welcome. 'Thanks yourself.'

understand
me
Do you understand me?

Yes

No

Excuse me.

I
you
not
I don't understand you.

will *or* want
speak
a little
slower
Will you speak a little slower?
What did you say?

tak
got
tæg je hæ:ʔr dæ gøt.¹

ry
o dt;

mænə
mænə tæk;

sélʔ tæk;

færdsʔ:ʔr
møj

færdsʔ:ʔr di møj;

ja

nøjʔ

ónsgylʔ;

jæj
dæm
égə

jé færdsʔ:ʔr dæm égə;

vel
tá:lə
let

lænsəmʔərə

ve di tá:lə led lænsəmʔərə.

va bæhæ:ʔr;

Tak
godt
Tak, jeg har det godt.

og
Og De?

mange
Mange Tak.

Selv Tak.

forstaar
mig
Forstaar De mig?

Ja

Nej

Undskyld.

jeg
Dem
ikke
Jeg forstaar Dem ikke.

vil
tale
lidt
langsommere
Vil De tale lidt langsommere?
Hvad behager?

¹ The Danish word corresponding to English *I* is *jaj* or *je*. You will hear it spoken alone below.

Directions

where
is
there

vð:ʔr
er
1. dɛ:ʔr
2. der
en ʔésdərɔŋ¹

hvo
er
der

a restaurant

en Restaurant

Record 1B, beginning.

Where is there a restaurant?

vð:ʔr ér dər en resdərɔŋ?

Hvor er der en Restaurant?

one
right or just
around
the corner

e:ʔn
lí:ə
om?
jærnað

en
lige
om
Hjørnet

There's one right around the corner.

dər ər é:ʔn lí: om jærnað;

Der er en lige om Hjørnet.

a hotel

ed hotél?

et Hotel

Where's there a hotel?

vð:ʔr ér dər ed hotél??

Hvor er der et Hotel?

here
to
left

hɛ:ʔr
tel
vénsdər

her
til
venstre

There's a good hotel to [the] left.

dər ed góð hotél? hɛ:ʔr te vénsdər.²

Der er et godt Hotel her til venstre.

a toilet

ed toalét

et Toilet

Where's there a toilet?

vð:ʔr ér dər ed toalét?

Hvor er der et Toilet?

¹ The more usual pronunciation is *resdərɔŋ*, which you will hear in the next sentence.

² Notice that the word *er*, 'is', is not pronounced at all in this sentence.

one
right
There's one right [there] to [the]
right.

the station
Where's the station?

it
straight ahead
It's straight ahead.

Isn't the station here to the left?
No, it's straight ahead and to
[the] right.

et
højre
der er ét H:ə te højre.

sdasjó:ʔnən
vɔ:ʔr ər sdasjó:ʔnən?

den
H:ə ú:ʔð
den ɛ H:ə ú:ʔð.

er sdasjó:ʔnən éə hɛ:ʔr te vénsdrə;
nɛ: den ɛ H:ə ú:ʔð ɔ te højre.¹

et
højre
Der er et lige til højre.

Stationen
Hvor er Stationen?

den
ligeud
Den er ligeud.

Er Stationen ikke her til venstre?
Næh, den er ligeud og til højre.

After you have gone through the *Useful Words and Phrases* once, read the following:

2. Comment on the Aids to Listening

The best way to learn to pronounce a new language is to listen to a native speaker of that language and imitate his pronunciation. However, it is helpful to most people to have something to look at while they listen and imitate. Danish has, of course, a system of spelling, but that system has many irregularities and

often does not correspond very closely to the pronunciation. For this reason we have included the *Aids to Listening*, the middle column in the *Basic Sentences*. The writing in this column is designed to represent accurately the sounds of the language and so to recall to you the pronunciation as you have heard it from your Guide or the speaker on the records. As you go through parts I and II of the book you should pay attention only to the *Aids to Listening*. Not until parts III, IV and V should you begin to look at the conventional Danish spelling.

¹ nɛ: is another word meaning "no". The regular Danish spelling for it is *næh*.

Here are some points you should note about the *Aids to Listening*:

1. You know that when you talk, you say some words and some parts of words, or syllables, more loudly and emphatically than others. These words and syllables are said to be stressed or accented. In the *Aids to Listening* the mark ' is written on those words and syllables that are spoken most loudly and emphatically. For example, in English we would write *América*, *agó*, *áwful*, *Who ís ít?* The mark ` is written on those syllables that are spoken a little less emphatically than those marked ' , but still more emphatically than those with no mark at all. In English we would write *máilmán*, *bláckbárd*, *ráílrdá*, *Dòctor Túrner*, etc.

2. One of the first things you notice about Danish is that many of the words have little catches in them so that it sounds almost as though the speaker is hiccuping as he talks. This catch may sound funny to you but it is important to try to imitate it. It is written in the *Aids to Listening* with a small hook (ʔ).

3. Sounds like the *e*-sound in *met*, the *a*-sound in *cat*, and the *ee*-sound in *see* are vowels. Danish has pairs of vowels that have much the same sound except that one of them is cut off quite short and the other is pronounced longer. The long ones are marked in the *Aids to Listening* with a colon (:) after them.

4. You know, of course, that your voice doesn't stay

on one tone but it rises and falls as you talk. The following marks are used in the *Aids to Listening* to indicate that rise and fall:

- A period at the end of a sentence means that your voice is low at the end. It comes after both statements and questions.
- A semi-colon at the end of a sentence means that your voice is rather high at the end. It also comes after both statements and questions.
- ? A question mark comes only at the end of questions beginning with a question word like *what*, *where*, *how*, etc. It means that your voice is high and loud as you say the question word.
- ! An exclamation mark after a word or group of words means that your voice is high and loud as you say the whole word or group of words.
- A wide space between two words means that there is a slight pause.
- A comma means that there is a longer pause.

Only the general patterns of rising and falling are indicated by these marks. You will hear many varia-

tions as the speaker expresses surprise, pleasure, annoyance, etc. Listen for them and imitate them as closely as you can.

Now go through the *Useful Words and Phrases* again with your book open, following the same procedure as before. Repeat each phrase immediately after you hear it, in a loud clear voice. Let yourself go and say phrases right out.

Go through the *Useful Words and Phrases* once more with your book open, but this time take turns letting each member of your group repeat individually until everybody has taken part. Keep on the alert. If the Guide asks you to repeat, do so with enthusiasm and try to mimic him as well as you can until he is satisfied with your pronunciation. When you have satisfied him, you can be sure that you are speaking understandable Danish. Continue this individual repetition as long as time permits. If you are using only the phonograph records, your Leader will see to it that you repeat and

that everyone gets the most out of this individual performance.

3. Check Yourself

Did you go through the *Useful Words and Phrases* at least twice in unison and at least once more individually?

Did you repeat each word and phrase in a loud, clear voice immediately after hearing it?

Did you follow the pronunciation you heard even when it was different from that shown in your book?

Did you keep in mind the meaning of each word and phrase as you heard and spoke the Danish?

If you have failed at any point to carry out the instructions, go over the *Useful Words and Phrases* once again as soon as you can, being careful to follow every step in the procedure outlined.

SECTION B—USEFUL WORDS AND PHRASES (Cont.)

Here are other useful words and phrases which you will want to use immediately if you are in a place where people speak Danish.

In working with this material, follow the same procedure that you used with the *Useful Words and Phrases* in Section A. After you have gone through the list once, repeating in unison, read the following *Hints on Pronunciation*. Run through the pronunciation practices. Then go through the list a second and a third time, as in Section A.

[1-B] 9

1. Useful Words and Phrases (Cont.)

Asking for things

Record 1B, 2 inches in.

what	vað
is called	hétur
that	de
in Danish	þu: dán?sk
What do you call that in Danish?	vá hétur de þu: dán?sk?
gladly	gérna
have	há:?
some	nó:n
cigarettes	sigaréðar
I'd like to have some cigarettes.	je ve gérna há:~ nó:n sigaréðar.
matches	ténsdegur
And I'd like some matches.	o je ve gérna há:~ nó:n ténsdegur.
(a) hamburg steak	en hágaböf
potatoes	kartöflur
cup	kop
a cup [of] coffee	en kop káfa
a cup [of] tea	en kop té:~
glass	glas
a glass [of] beer	éd glas øl

hvad
hedder
det
paa Dansk
Hvad hedder det paa Dansk?
gerne
have
nogle
Cigaretter
Jeg vil gerne have nogle Cigaretter.
Tændstikker
Og jeg vil gerne have nogle Tændstikker.
en Hakkebøf
Kartofler
Kop
en Kop Kaffe
en Kop Te
Glas
et Glas Øl

Record 2A, beginning.

a glass [of] water
I'd like (a) hamburg steak and
potatoes.

Do you have coffee?

or

Do you want coffee or tea?

I'd like a glass of beer, please.

*ed glas ván?
je ve gérna há:ʔ en hágbøf o kartóflar.*

hag di káfa;

elər

ve di ha káfa elər té:ʔ;

je ve gérna há:ʔ ed glas fl tak.

et Glas Vand
Jeg vil gerne have en Hakkebøf og
Kartofler.

Har De Kaffe?

eller

Vil De have Kaffe eller Te?

Jeg vil gerne have et Glas Øl, Tak.

Numbers

one

two

three

four

five

six

seven

eight

nine

ten

eleven

twelve

e:ʔn

to:ʔ

tre:ʔ

ft:ər

femʔ

segs

syvʔ

ó:ða

ni:ʔ

ti:ʔ

élva

tolʔ

en

to

tre

fire

fem

seks

syv

otte

ni

ti

elleve

tolv

Price

how
much
How much is it?
crown¹
crowns
Øre
It's five crowns.
It's two crowns and ten Øre.
half
It's six [and] a half crown[s].
It's just seven crowns.

vör
máað
vör máað er dé?
kró:nə
kró:nər
þ:ər
de e fém? kró:nər.
de e tó:? kró:nər ɔ ʌ:? þ:ər.
hal?
de e ségs en hál? kró:nə.
de e ʌ:ə sýv? kró:nər.

hvor
meget
Hvor meget er det?
Krone
Kroner
Øre
Det er fem Kroner.
Det er to Kroner og ti Øre.
halv
Det er seks en halv Krone.
Det er lige syv Kroner.

Time

the bell
What time is it?
It's twelve.
It's twelve o'clock.
It's half past twelve.

klógən
vá e klógən?
den e töl?
klógən e töl?
de: e hál? ét;
or klógən e hál? ét.
vornó:?r
beggn?ər

Klokken
Hvad er Klokken?
Den er tolv.
Klokken er tolv.
Den er halv et.
Klokken er halv et.
hvornaar
begynder

¹One crown equals 100 Øre. A crown is worth about 20 cents in American money.

the movie
When does the movie begin?

At seven o'clock.

It begins at seven o'clock.

leaves or goes
the train

When does the train leave?

Good-by.

biogrå:ʔfən
vorn5:ʔr bæʒnʔər biogrå:ʔfən?

kliʒən sʏvʔ;

den bæʒnʔər kliʒən sʏvʔ.

gɔ:ʔr
i5:ʔʌð
vorn5:ʔr gɔ:ʔr i5:ʔʌðʔ

fərvél;

Biografen
Hvornaar begynder Biografen?

Klokken syv.

Den begynder Klokken syv.

gaar
Toget
Hvornaar gaar Toget?

Farvel.

After you have gone through these *Useful Words and Phrases* once, read the following:

2. Hints on Pronunciation

To the Group Leader: The explanations preceding the *Practices* should be read by the group and discussed before the practice is attempted. Go through each practice as many times as may be necessary to give each member of the group reasonable control of the item of pronunciation that is being taught. The *Practices* are on the phonograph records. Have the group repeat after the Guide, or the phonograph record, first in unison, then individually.

You will find that the practice material is presented in sections on the phonograph record with a narrow space of clear record between each section. This arrangement will make it possible for you to play each section of practice as it is needed.

No language has sounds that are exactly like those of

another language. You have probably noticed by now that while Danish has some sounds that are like English ones, it has others that are quite different. In order to learn to pronounce Danish so that you'll be understood easily and quickly, you'll have to learn how to make the Danish sounds that are not like English ones. The only way to do this is to listen carefully and try to imitate your Guide or the person on the records. If you do this and follow the *Hints on Pronunciation* which will be given to you in each unit, you will be able to pronounce Danish so that you can be readily understood.

Use the same procedure with the following practices that you did with the *Basic Sentences* from which they were selected. Go through them three times, twice with the book open and once with the book closed. Try to

[1-B] 13

get a clear impression of the sound and try to make your pronunciation as much like that of the Guide or phonograph record as you can.

1. Short vowels.

We told you that Danish has pairs of vowel-sounds

which are very much alike except that one is cut off shorter than the other. They are called **short** and **long** vowels but they are not like the short and long vowels you've learned about in English. Here are the Danish short vowels. Notice that they are not drawled at all, but are cut off very sharply.

PRACTICE 1

Record 2B, beginning.

AIDS	WHAT THE SOUND IS LIKE	AIDS	EXAMPLES:	
			CONVENTIONAL	
i	like our <i>ee</i> -sound in <i>feet</i> but much shorter	dī	De	you
e	something like our <i>i</i> -sound in <i>bit</i>	let	lidt	a little
ɛ	like our <i>ε</i> -sound in <i>met</i>	sɛgs	seks	six
a	something like our <i>a</i> -sound in <i>cat</i>	tak	Tak	thank you
ʌ	when underlined more like our <i>a</i> -sound in <i>father</i>	māŋə	mange	many
u	like our <i>oo</i> -sound in <i>boot</i> but much shorter	fru	Fru	Mrs.
o	something like our <i>u</i> -sound in <i>put</i>	godá:?	Goddag	hello
ɔ	something like our <i>u</i> -sound in <i>but</i>	gɔt	godt	good, well

These vowels can all be found in the accented syllable of a word. The following vowel is always unaccented:

ə	like the last sound in <i>sofa</i> , <i>china</i> and <i>vanilla</i> , or the first sound in <i>about</i> , <i>around</i> , <i>among</i>	káfə	Kaffe	coffee
---	---	------	-------	--------

14 [1-B]

2. Short vowels said with rounded lips.

The following short vowels are said with the lips rounded or puckered as they are when you whistle.

PRACTICE 2

Record 2B, after first spiral.

y	like the Danish <i>i</i> -sound but said with rounded lips	<i>syv?</i>	syv	seven
ø	like the Danish <i>e</i> -sound but said with rounded lips	<i>øl</i>	øl	beer
œ	like the Danish <i>e</i> -sound but said with slightly rounded lips	<i>jœrnet</i>	Hjørnet	the corner

3. Consonants.

Sounds like *b*, *m*, *r*, *f* are called consonants. There are a few points about the Danish consonants which you should notice specially.

PRACTICE 3

Record 2B, after second spiral.

j	like the <i>y</i> -sound in <i>yes</i> , <i>yellow</i> , <i>young</i>	<i>ja</i>	ja	yes
ŋ	like the <i>ng</i> -sound in <i>sing</i> , <i>ring</i> , <i>hang</i>	<i>mŋŋ</i>	mange	many
ð	something like the <i>th</i> -sound in <i>the</i> , <i>weather</i> , <i>breathe</i> but much weaker	<i>hédðr</i>	hedder	is called

[1-B] 15

ɣ	a sound made by starting to form a g but stopping before you actually cut off the breath. Like the ð it is very weak.	ts:ʔəð	Toget	the train
r	an r-sound made far back in the mouth. When it comes after a vowel it is very weak.	sigəʔédər hər	Cigaretter Herr	cigarettes sir or Mr.

3. Check Yourself

Did you go through the *Useful Words and Phrases* at least twice in unison and at least once more individually?

Did you apply what you learned about the vowel and consonant sounds in the *Hints on Pronunciation*?

Did you follow the pronunciation you heard even when it was different from that shown in your book?

Did you keep in mind the meaning of each word and phrase as you heard and spoke the Danish?

If you have failed at any point to carry out the instructions, go over the *Useful Words and Phrases* once again as soon as you can, being careful to follow every step in the procedure outlined.

SECTION C—REVIEW OF USEFUL WORDS AND PHRASES

If your group has time for outside assignments, sections marked *Individual Study* may be done between meetings of the group. Otherwise use them as independent study during a group meeting.

1. Covering the English (Individual Study)

Go back to the *Useful Words and Phrases* in Sections A and B. Cover up the English. Read the Danish aloud. Keep your voice down if you are working with the rest of the group. Follow the Guide's pronunciation as nearly as you can remember, and test yourself to see if you can recall the meaning of each word and phrase. Check the expressions you are not sure about and after you have gone through the whole list, uncover the English and find their meaning. Repeat this procedure at least three times or until you are satisfied that you know every expression. Then do the following exercise:

16 [1-C]

2. What Would You Say? (Individual Study)

For each of the following situations, two or more Danish expressions are given. Read all the expressions aloud and pick out the one you think best fits the situation. For example, you would pick (b) as the right choice for the first situation. After you have made your choice, make sure that you know the meaning of the other expressions offered as possibilities and why they would not fit as well as the one you picked out. At the next meeting of the group, you will compare your choices with those of other members of the group and see how you come out.

1. As you're walking down the street you meet a Danish friend of yours. You say:

- (a) *måη læk;*
- (b) *godá:?*
- (c) *læ:ə ú:??;*

Mange Tak.
Goddag.
Ligeud.

2. He asks you how you are:

- (a) *vá héd'ør de?*
- (b) *vá vé di há:??*
- (c) *vórdæn hq:??r di dæ?*

Hvad hedder det?
Hvad vil De have?
Hvordan har De det?

3. You answer:

- (a) *sél? læk;*
- (b) *måηə læk;*
- (c) *læg gét.*

Selv Tak.
Mange Tak.
Tak, godt.

4. You ask him if the station is to the right.

- (a) *er sdasjó:??næn te hójræ;*
- (b) *er sdasjó:??næn te vénsdræ;*
- (c) *er sdasjó:??næn égə te vénsdræ;*

Er Stationen til højre?
Er Stationen til venstre?
Er Stationen ikke til venstre?

[1-C] 17

5. He says no, it's straight ahead.

- (a) *náj? sdasjó: ?næn er éga te hjóra.*
- (b) *náj? sdasjó: ?næn er lí: a ú: ?ð.*
- (c) *náj? sdasjó: ?næn er lí: om jærnað.*

Nej, Stationen er ikke til højre.
Nej, Stationen er ligeud.
Nej, Stationen er lige om Hjørnet.

6. You don't quite understand his answer, so you say:

- (a) *ve di tá: la led lánsm?ara.*
- (b) *godá: ? frøgn jénson.*
- (c) *førsdó: ?r di mój;*
- (d) *va bahá: ?r;*

Vil De tale lidt langsommere.
Goddag Frøken Jensen.
Forstaar De mig?
Hvad behager?

7. He repeats more slowly and then asks you if you understand.

- (a) *je försdó: ?r dem gól.*
- (b) *je försdó: ?r dem éga.*
- (c) *førsdó: ?r di mój;*

Jeg forstaar Dem godt.
Jeg forstaar Dem ikke.
Forstaar De mig?

8. You go into a store to buy some cigarettes.

- (a) *je ve gérna há: ? en kób káfa.*
- (b) *je ve gérna há: ? nó: n sigaréðar.*
- (c) *vó: ?r ér der nó: n sigaréðar?*

Jeg vil gerne have en Kop Kaffe.
Jeg vil gerne have nogle Cigaretter.
Hvor er der nogle Cigaretter?

9. When the storekeeper gives them to you, you ask how much they cost.

- (a) *vá e klágn?*
- (b) *vá e dé?*
- (c) *vór máað e dé?*

Hvad er Klokken?
Hvad er det?
Hvor meget er det?

10. He tells you it's one crown and ten Øre.

- (a) *de e en króna o fém? ø:ər.*
- (b) *de e tó:ʔ krónar o tít:ʔ ø:ər.*
- (c) *de e en króna o tít:ʔ ø:ər.*

Det er en Krone og fem Øre.
Det er to Kroner og ti Øre.
Det er en Krone og ti Øre.

11. You go into a restaurant and order a glass of beer.

- (a) *je ve gérná há:ʔ ed glas øl.*
- (b) *je ve gérná há:ʔ ed glas vánʔ.*
- (c) *je ve gérná há:ʔ en kob káfə.*

Jeg vil gerne have et Glas Øl.
Jeg vil gerne have et Glas Vand.
Jeg vil gerne have en Kop Kaffe.

12. On the street someone stops you and asks you when the movie begins. You tell him nine o'clock.

- (a) *klógan er hálʔ nt:ʔ.*
- (b) *klógan tít:ʔ.*
- (c) *klógan er nt:ʔ.*
- (d) *klógan nt:ʔ.*

Klokken er halv ni.
Klokken ti.
Klokken er ni.
Klokken ni.

13. You go to the station and ask a man there what time the train leaves.

- (a) *vornót:ʔr bæðnʔər biográt:ʔfənʔ*
- (b) *vornót:ʔr gót:ʔr tít:ʔvəðʔ*
- (c) *vá e klóganʔ*
- (d) *vót:ʔr ér dər ed hotélʔʔ*

Hvornaar begynder Biografen?
Hvornaar gaar Toget?
Hvad er Klokken?
Hvor er der et Hotel?

14. He tells you it leaves at eight o'clock.

- (a) *tít:ʔvəð gót:ʔr klógan ségs.*
- (b) *tít:ʔvəð gót:ʔr klógan tít:da.*
- (c) *biográt:ʔfən bæðnʔər klógan tít:da.*

Toget gaar Klokken seks.
Toget gaar Klokken otte.
Biografen begynder Klokken otte.

[1-C] 19

15. The odd numbers from one to eleven are:

- (a) *é:ʔn, tré:ʔ, fí:ʔr, sývʔ, ní:ʔ, élvə.*
 (b) *é:ʔn, tré:ʔ, fémʔ, sývʔ, ní:ʔ, élvə.*
 (c) *é:ʔn, ló:ʔ, fémʔ, ségs, ʒ:da, élvə.*

En, tre, fire, syv, ni, elleve.
 En, tre, fem, syv, ni, elleve.
 En, to, fem, seks, otte, elleve.

16. On the left are some addition problems in Danish. On the right are the answers in scrambled order. Match up the problems and answers so that they fit together.

- | | |
|---|----------------------|
| (a) <i>ló:ʔ ʔ fí:ʔr ʔ ségs er</i> (To og fire og seks er) | <i>ni:ʔ</i> (ni) |
| (b) <i>fémʔ ʔ fémʔ ʔ é:ʔn er</i> (Fem og fem og en er) | <i>ti:ʔ</i> (ti) |
| (c) <i>ʒ:da ʔ é:ʔn ʔ é:ʔn er</i> (Otte og en og en er) | <i>tolʔ</i> (tolv) |
| (d) <i>é:ʔn ʔ tré:ʔ ʔ fémʔ er</i> (En og tre og fem er) | <i>ʒ:da</i> (otte) |
| (e) <i>sývʔ ʔ é:ʔn er</i> (Syv og en er) | <i>élvə</i> (elleve) |

SECTION D—LISTENING IN

1. What Did You Say?

To the Group Leader: Read the English describing the situations in Section C.2. Skip around the group, calling on different students to speak the Danish which the situation calls for. Encourage students to give the Danish, if they can, without reading it from their books. The Guide will correct any student whose pronunciation or use of words is wrong. If there is no Guide, the other members of the group will be prepared to criticize mistakes. In case of disagreement, you should consult the back of the Guide's Manual.

Following this exercise, ask different members of the group to give the English equivalents of the different Danish expressions listed for each situation. Don't let them give word-for-word translations, but encourage them to give the English expressions which fit the situation.

Go back to the last exercise of the preceding section.
 The Group Leader will ask different members of the
 20 [1-D]

group the Danish to be used in each of the situations given. Other members of the group will criticize the

choices made if they do not happen to agree with them. The Group Leader will also ask for the meaning of all of the other expressions. Then go on to the following hearing exercise.

2. Listening In

To the Group Leader: The conversations which appear in this section will be read to the group by the Guide or played on the phonograph records. English equivalents are omitted from the *Listening In* material so that students can get practice in understanding spoken Danish which uses the vocabulary they know. Meaning, therefore, is to be emphasized.

The first time you go through the conversations, have the Guide repeat a conversation, if necessary, to help clear up meaning, before you go on to the next conversation. If you have no Guide, lift the needle of the phonograph at the end of each conversation and let the students discuss the meaning of any sentences that are not understood.

Go through the conversations a second time without stopping. Pay about equal attention to pronunciation and meaning.

Record 2B, after third spiral.

1. An American visiting Denmark meets a friend of his on the street.

American: godå:ʔ fru jénson.
vórdán há:ʔr dí dæ?

fru jénson: tág gá;
o dá;

Goddag, Fru Jensen!
Hvordan har De det?

Tak, godt.
Og De?

Finally assign parts and have the students read the conversations. Give everyone a chance. Suggest that the actors actually take the parts, stand up and move around, sit at a table in the restaurant, stand behind the counter in the store, etc. Keep it moving. Get everyone to speak up! Take a part yourself.

Keep your book closed while the Guide reads the following conversations and repeat after him in unison. If you have no guide, you should use the phonograph records, repeating the Danish immediately after you hear it. At the end of each conversation take time out to check up on the meaning of what you have heard and said.

Ask someone in the group to give you the English equivalent of any expression you do not understand. If necessary, go back to the *Useful Words and Phrases* to find the meaning. Almost all the words and the expressions you have had in *Useful Words and Phrases* occur in the following conversations.

[1-D] 21

American: *góð lák.*
vís: ? er der en restaurant fru jénsen?
 fru jénsen: *lí: ə ú: ?ð ɔ te vénsdrə.*
 American: *vi bəhə: ?r;*
 fru jénsen: *lí: ə ú: ?ð ɔ te vénsdrə.*
fərsdʌ: ?r di mǫj;
 American: *já mǫnə lák.*
 fru jénsen: *sél? lák, fərvél;*
 American: *fərvél;*

Godt, Tak.
 Hvor er der en Restaurant, Fru Jensen?
 Ligeud og til venstre.
 Hvad behager?
 Ligeud og til venstre.
 Forstår De mig?
 Ja, mange Tak.
 Selv Tak, Farvel.
 Farvel.

Record 2B, after fourth spiral.

2. The American finds the restaurant. He goes in and sits down.

Waiter: <i>já hér;</i>	Ja, Herr?
American: <i>je ve gérnə há: ? en hágəbǫf ɔ kartʊflər.</i>	Jeg vil gerne have en Hakkebøf og Kartoffler.
Waiter: <i>hágəbǫf ɔ kartʊflər;</i> <i>já gérnə hér.</i>	Hakkebøf og Kartoffler? Ja gerne, Herr.
American: <i>hər di káfə;</i>	Har De Kaffe?
Waiter: <i>já der ər káfə, té: ? , èlər øl.</i>	Ja, der er Kaffe, Te eller Øl.
American: <i>lák je ve gérnə há: ? en kɔb káfə.</i>	Tak, jeg vil gerne have en Kop Kaffe.

The American points to a glass of water on the next table and asks the waiter:

American: <i>vá héd? ər de pə: dán? sk?</i>	Hvad hedder det paa Dansk?
Waiter: <i>dé hédər ván?;</i>	Det hedder Vand.

American: ɔ je ve gérna há:ʔ ed glas vónʔ.

Waiter: já gérna;

Og jeg vil gerne have et Glas Vand.

Ja, gerne.

Record 2B, after fifth spiral.

3. The American speaks to a girl who is selling cigarettes in the restaurant.

American: frø:ʔgən, je ve gérna há:ʔ nó:n
sigørédør;
ɔ no:n ténsdegør ták.

Girl: já hér;

American: vør máað é déʔ

Girl: en kró:nə ɔ fémʔ ø:ør.

American: je førsdø:ʔr dem éga.
ve dí tá:la led lǽngsmʔərə frø:ʔgən.

Girl: é:ʔn kró:nə ɔ fémʔ ø:ør ták.

Frøken, jeg vil gerne have nogle Cigaretter.

Og nogle Tændstikker, Tak.

Ja, Herr.

Hvor meget er det?

En Krone og fem Øre.

Jeg forstaar Dem ikke.

Vil De tale lidt langsommere, Frøken.

En Krone og fem Øre, Tak.

Record 2B, after sixth spiral.

4. After he has finished eating the American talks to the waiter.

American: vør máað é déʔ

Waiter: dé é lí: en kró:nə.

American: hé:ʔr er en kró:nə ɔ lí:ʔ ø:ør.

Waiter: mánga ták;

American: vá é klógənʔ

Waiter: dén é ségs.

Hvor meget er det?

Det er lige en Krone.

Her er en Krone og ti Øre.

Mange Tak.

Hvad er Klokken?

Den er seks.

American: *vorn5:2r bag0n2ar biogr0:2f0n?*

Waiter: *den bag0n2ar kl0g0n s5v?*

Hvornaar begynder Biografen.

Den begynder Klokken syv.

Record 2B, after seventh spiral.

5. After the movie, the American asks directions from a man on the street.

American: *0nsgyl2, v5:2r 0r sdasj0:2n0n?*

Man: *h:0 u:20 0 te h5jr0.*

Undskyld, hvor er Stationen?

Ligeud og til højre.

American: *m0n0 l0k;*

Man: *s0l2 l0k;*

Mange Tak.

Selv Tak.

Record 2B, after eighth spiral.

6. The American goes to the station, finds the train he's taking and speaks to a conductor.

American: *g5:2r t5:2r00 kl0g0n t5l2;*

Conductor: *n0: de g5:2r kl0g0n h0l2 t5l2.*

Gaar Toget Klokken tolv?

N0h, det gaar Klokken halv tolv.

Is there any expression in any of these conversations that you do not understand now? If there is, find the meaning of it or ask other members of your group before you proceed. If no one knows, refer to the *Useful Words and Phrases*.

Go through the conversations once more with books open following the same plan as before. Imitate carefully and be sure to keep in mind the English equivalent of everything you are saying in Danish.

Finally go through the conversations again but this time take turns. The Group Leader will assign parts and the exercise is to continue at least until everyone has had a chance to speak one of the parts. Keep this going as long as you have time. When your turn comes, speak clearly and with enthusiasm. Put yourself in the situation and let yourself go. If the Guide asks you to repeat, do so until he is satisfied with your pronunciation.

24 [1-D]

SECTION E—REVIEW

1. Covering the Danish (Individual Study)

Go back to the *Useful Words and Phrases* in Sections A and B. Cover up the Danish. Read the English silently and test yourself to see if you can speak the Danish for each word and phrase. Check the expressions you are uncertain about and after you have gone through the whole list, uncover the Danish and review them. Go through the list once more and continue for at least three times or until you can give the Danish readily for all the expressions. To make sure of this pick out expressions at random and see if you can still speak the Danish quickly. Speak the Danish aloud and try to imitate your Guide's pronunciation as well as you can remember it. When you have completed this individual study, the group will then proceed to the following exercise.

2. Vocabulary Check-Up

To the Group Leader: Go to the *Useful Words and Phrases* in Sections A and B. Read to the group the English equivalent of the Danish expressions. Call on different students (not in any fixed order) asking for the correct Danish for the English.

For instance say to A:

"How do you say 'Where is there a restaurant?' in Danish?"

The students are to respond with their books closed. The Guide will indicate whenever he hears a Danish expression that is wrong, or, if there is no Guide, the other members of

the group will indicate that they do not agree. Immediately ask someone else to give the expression correctly. Any group member who has difficulty in giving the correct Danish should be told to review the *Useful Words and Phrases* thoroughly before the next meeting of the group. Do not spend any time talking about the *why* of Danish; stick to the *how*.

There are two *precautions* which the Group Leader must observe in all exercises of this sort and in the conversation practice throughout the course. Be sure that everyone understands them. They are as follows:

1. Every Danish expression must be given smoothly and completely before the student's performance can be considered satisfactory. If there is an error in the first attempt, ask the student to give the expression over again in complete form. If he fumbles badly, turn to someone else.
2. Everyone must speak loud enough, so that all can hear. Every student should be encouraged to call out "Louder, Please!" if he can't hear. Check on this occasionally by pointing to the student who is listening to someone else's Danish, and ask "What did he say?"

If you do not observe these precautions, much time and effort may be wasted in group meetings.

In order to fix in your mind the expressions you will need in the conversations of the following section, check yourself on your ability to speak the Danish you have learned. By now you should not have to grope

[1-E] 25

for it. The Group Leader will ask you to supply in turn the Danish expressions for the English equivalents which he reads from the *Useful Words and Phrases*. If you have done a thorough job of recalling the Danish when you are looking only at the English equivalents, as suggested in 1, of this section, you will have no difficulty in responding promptly and smoothly when you hear the English. Your Guide will let you know if your Danish expressions are not correct. If you have no Guide, the members of the group should be ready to correct faulty expressions.

3. Simple Arithmetic in Danish

1. Here are the numbers from one to twelve. Repeat after your Guide, once with your book open, twice with your book closed.

1 <i>e:n</i> (en)	5 <i>fem</i> (fem)	9 <i>ni</i> (ni)
2 <i>to</i> (to)	6 <i>seks</i> (seks)	10 <i>ti</i> (ti)
3 <i>tre</i> (tre)	7 <i>syv</i> (syv)	11 <i>ellev</i> (elleve)
4 <i>fire</i> (fire)	8 <i>otte</i> (otte)	12 <i>tolv</i> (tolv)

2. Here are some sample additions. Repeat after your Guide, as above.

- | | |
|---|--------------|
| a. <i>vor mada er to: ? og to: ??</i>
(Hvor meget er to og to?) | $2 + 2 = ?$ |
| <i>to: ? og to: ? er fire.</i>
(To og to er fire.) | $2 + 2 = 4$ |
| b. <i>vor mada er tre: ? og fem ??</i>
(Hvor meget er tre og fem?) | $3 + 5 = ?$ |
| <i>tre: ? og fem ? er otte.</i>
(Tre og fem er otte.) | $3 + 5 = 8$ |
| c. <i>vor mada er e:n og ni: ??</i>
(Hvor meget er en og ni?) | $1 + 9 = ?$ |
| <i>e:n og ni: ? er ti: ?.</i>
(En og ni er ti.) | $1 + 9 = 10$ |

3. On a sheet of paper, write out the figures for similar problems which do not add up to more than twelve. Write for example $5 + 3 = 8$. The Group Leader will then ask one of the group to say his problem in Danish. The person answering must not be content to give the sum but must speak the whole problem. For example, if you have written as your problem the figures $2 + 7 = 9$, you say *vor mada er to: ? og syv ??*. The one who answers must say *to: ? og syv ? er ni: ?*. Continue this exercise until everyone has had a chance both to ask and to answer.

SECTION F—CONVERSATION

To the Group Leader: This section represents the real purpose of the entire unit. The course is intended to teach you to speak Danish and to understand it when you hear it spoken. Any members of the group who have special difficulty recalling the Danish words and phrases they need to express a meaning should be told to do more work with the *Useful Words and Phrases*. They need, in particular, more practice in covering the Danish and recalling it when they read the English. Practice in getting the meaning of the *Listening In* records will also help. Arrangements should be made for students to play and listen to the records whenever they can between meetings of the group.

Then turn to the outlined conversations which follow. Assign parts and ask the students to act them out. Vary the situations and suggest to the students that they vary the Danish slightly as they gain confidence in listening and trying to understand the Danish that is being spoken.

In this section you are going to have your first chance to engage in conversation in Danish. This is the most useful part of the entire unit. The Group Leader will assign parts and will ask you to take turns in pairs, carrying on the following conversations. The two persons who are talking together should stand up and act out their parts, speaking as smoothly and naturally as possible. Make it real and get some fun out of it. The Guide will help you if your Danish is wrong or if your pronunciation is bad. The Group Leader will prompt you if you are not sure what comes next in your part.

Throw yourself into these conversations. Do the best

you can with pronunciation and with the Danish, but don't worry too much about mistakes. Think more of acting your part and speaking smoothly and as though you mean what you are saying. If there is a Guide, he will help you correct your errors. If you can do this work well, it means that you are actually conversing in Danish, and that is your chief aim in this course.

1. Finding a Restaurant

1. A meets B on the street. They say hello.
2. A asks B how he is?
3. B says he's fine, thanks, and asks A how he is?
4. A says he's fine. He asks B where there is a restaurant.
5. B says there's one straight ahead and to the left.
6. Then they say goodbye.

2. In the Restaurant

1. A goes into a restaurant. He says hello to the waiter.
2. The waiter says hello.
3. A orders hamburger steak and potatoes.
4. He asks the waiter if he has beer.
5. The waiter says he has beer or coffee.
6. A asks for a glass of beer.

3. Paying the Bill

1. After eating A asks the waiter how much it is.
2. The waiter tells him it's two crowns and eight *Øre*.
3. A asks the waiter when the movie starts.
4. The waiter tells him it starts at 8 o'clock. He asks A if he understands.
5. A says yes and thanks him.
6. The waiter says he's welcome.

4. Taking a Train

1. A is taking a train and doesn't know where the station is. He meets C on the street and asks him.
2. C says it's just around the corner, to the left.
3. A tells C that he doesn't understand, and asks him to speak a little more slowly.

4. C repeats more slowly and asks A if he understands.
5. A says yes. Then he asks C what time the train leaves.
6. C says it leaves at half past nine.
7. A asks him what time it is.
8. C says it's nine o'clock.
9. A thanks C.
10. C says he's welcome.
11. They say good-by.

If it is so desired, particularly when the group is too large to give everybody a chance to participate in the conversation, the exercise may be continued for a longer time. It is also a good practice to give people who are having difficulties a second trial.

Finder List

This is a complete alphabetical list of all the words and expressions used in this unit. It is for reference only, but you should know all of these before going on to the next unit. A slanting line is used to separate two different pronunciations of the same word.

bəgɒn?ər (begynder) begins

bəhɔ:ʔr

va bəhɔ:ʔr; (Hvad behager?) What did you say?

biogrɔ:ʔfən (Biografen) the movie

dənʔsk (dansk) Danish

pɔ: dənʔsk (paa Dansk) in Danish

28. [1-F]

də/də (det) it, that

dəm (Dem) you

dən (den) it

dɛ:ʔr/dɛr/dər (der) there

di (De) you

égə (ikke) not

en (en) a, an

e:ʔn (en) one

et/ed (et) a, an, one

élər (eller) or

élvə (elleve) eleven

er/ɛ/ər (er) is

fərvél (Farvel) good-by

fem? (fem) five

førsd5:2r (forstaar) understand
ft:or (fire) four
fru (Fru) Mrs.
frø:2gan/frøgan (Frøken) miss, young lady
gérna (gerne) gladly
je ve gérna há:2 . . . (Jeg vil gerne have. . .) I'd like to have. . .
glas (Glas) glass
godá:2 (Goddag) Hello or How do you do
gø:2r (gaar) leaves or goes
got/gød (godt) good or well
há:2/ha (have) have
hágøbbf (Hakkebøf) hamburg steak
hal? (halv) half
hø:2r/har (har) have
héd2ar (hedder) is called
her (Herr) Mr., sir
he:2r (her) here
hotél? (Hotel) hotel
højra (højre) right
te højra (til højre) to the right
ja (ja) yes
jaj/je (jeg) I
jénson (Jensen) Jensen
jærnað (Hjørnet) the corner
káfa (Kaffe) coffee

kørt5flar (Kartofler) potatoes
klógan (Klokken) the bell
vð er klógan? (Hvad er Klokken?)
 What time is it?
kró:nø (Krone) crown (unit of money)
kró:nar (Kroner) crowns
køp/køb (Kop) cup
långsom2ara (langsommere) slower
let/led (lidt) a little
lí:a/lí: (lige) just, right
lí: om jærnæð (lige om Hjørnet)
 right around the corner
lí:a ú:2ð (ligeud) straight ahead
máað (meget) much
maj (mig) me
mangø (mange) many
naj?, *næ:* (nej, næh) no
ní:2 (ni) nine
nó:nø/no:n (nogle) some
ónsgyl? (undskyld) excuse me
pø: dán?sk (paa Dansk) in Danish
resdorøg/ ræsdorøg (Restaurant)
 restaurant
sðasjó:2nan (Stationen) the station
segs (seks) six
sél? ták (selv Tak) you're welcome
sigaréðar (Cigaretter) cigarettes
syv? (syv) seven

tak/lag (Tak) thank you, please
mangø ták (mange Tak) thank you very much
tá:la (tale) speak
te:2 (Te) tea
tel/ te (til) to
ténsdegar (Tændstikker) matches
tí:2 (ti) ten
to:2 (to) two
toalét (Toilet) toilet
tre? (tre) three
t5:2gøð (Toget) the train
tol? (tolv) twelve
vað/va (hvad) what
van? (Vand) water
vel/ve (vil) will, want
vénðra (venstre) left
te vénðra (til venstre) to the left
vör (hvor) how
vör máað (hvor meget) how much
vø:2r (hvor) where
vörðán/vörðan (hvordan) how
vörn5:2r (hvornaar) when
öl (Øl) beer
ø:or (Øre) Øre (unit of money)
5:ða (otte) eight
øγ/ø (og) and
om? (om) around

UNIT 2

MEETING PEOPLE

SECTION A—BASIC SENTENCES

To the Group Leader: Adopt the following steps as standard practice in conducting this course:

1. Before each meeting of the group, be sure to read carefully and get clearly in mind the instructions covering those sections of a unit which you expect to take up in the group meeting.
2. Before each group meeting, see that the Guide is available with his *Haandbog for den danske Oplæser* or that phonograph and records are ready.
3. Have the members of the group read together the instructions that precede each piece of work they are to do before they begin it. Let one member of the group read these instructions aloud while the others follow the reading in their books.
4. Take time, following the reading of all instructions, to make sure that everyone understands exactly what he is to do.

In Section A of Unit 2 follow the same procedure as that outlined for *Useful Words and Phrases* of Section A in Unit 1. Go through the *Basic Sentences* once with everyone repeating in unison after the Guide or phonograph record. Then take up the *Hints on Pronunciation* which follow. Come back to the *Basic Sentences* and go through them once more, with repetitions in unison after the Guide. Pay particular attention to those items of pronunciation you have been working on. Finally, go through the *Basic Sentences* a third time with individual repetition. The Guide will call for as many repetitions as may be necessary to get a pronunciation that sounds to him like Danish.

Be sure to keep in mind the meaning of the Danish. As you listen to the Danish, keep your eye on the *Aids to Listening*. This will help you imitate accurately the sounds you are hearing. Repeat each word and phrase loudly and clearly right after you hear it.

The *Basic Sentences* are set up as conversations so that you may hear and speak the Danish as you would hear and speak it if you were talking with Danish people.

Although numerous characters are introduced in these *Basic Sentences*, it is not important for you to try to keep in mind just who they are or their relationship to one another. You are concerned rather with what they say and *how* they say it.

1. Basic Sentences

Two Americans, Tom Smith and Bill Butler, have just arrived in Copenhagen. As they leave the station, they stop a Dane and ask him for directions.

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
Record 3A, beginning.		
Tom		
but	men	men
can	kan?	kan
tell	st:ə	sige
Excuse me, but can you tell me where there's a hotel?	ónsgyl?, men ka dt st:ə mǽj vǽr dǽr ér ed hotél?;	Undskyld, men kan De sige mig, hvor der er et Hotel?
Dane		
What did you say?	va bæhð:ʔr;	Hvad behager?
A hotel?	ed hotél?;	Et Hotel?
Tom		
Yes.	ja.	Ja.
Dane		
then	sɔ	saa
There's one straight ahead and then to the right.	dǽr ǽr éd k:ə ú:ʔð ɔ sɔ tɛ hǽjɾə.	Der er et ligeud og saa til højre.

Tom
Thanks very much.

Dane
are
English
Are you English?

Tom
we
Americans
No, we're Americans.

Bill
my
name
Bill Butler
My name's Bill Butler.

Tom
Tom Smith
And my name's Tom Smith.

Dane
Andrew Petersen
I'm [called] Andrew Petersen.

let
us
go

32 [2-A]

mŋə tɔk;

er
ɛŋ?əlsk
er di ɛŋ?əlsk;

vi
ɔməriká:ʔnərə
nɔj? vɪ ər ɔməriká:ʔnərə.

mit
nɔv?n
bɛl bʊdlər
mɪd nɔv?n ər bɛl bʊdlər;

tɒm? smɛt
ɔ mɪd nɔv?n ər tɒm? smɛt;

ɔnərs pɛ:ʔdərɪsən
jɛ hɛð?ər ɔnərs pɛ:ʔdərɪsən.

la:ʔð
ɔs
gɔ:ʔ

Mange Tak.

er
engelsk
Er De engelsk?

vi
Amerikanere
Nej, vi er Amerikanere.

mit
Navn
Bill Butler
Mit Navn er Bill Butler.

Tom Smith
Og mit Navn er Tom Smith.

Anders Petersen
Jeg hedder Anders Petersen.

lad
os
gaa

in
to
get or have
Let's go in and get a glass of beer. en?
at
fa:²
la əs gɔ: én? ɔ fɜ:² ed glas øl.

Tom
O.K.
Where's a restaurant? já lá əs dé.
vɜ:²r ér dər en resdɔrəŋ?

Dane
There's one just around the corner. dér ər é:²n ɫ: əm jærnəð;

In the restaurant

Dane
Do you want beer or coffee, Mr. Smith? ve di ha øl èlər káfə her smét.

Tom
I'd like a glass of beer. jé ve gérnə há:² ed glas øl;

Dane
And what will you have, Mr. Butler? ɔ vá ve dt há: ər¹ bódlər?

Bill
I'd like a cup of coffee, please. ták jé ve gérnə há:² en kɔb káfə;

ind
at
faa
Lad os gaa ind at faa et Glas øl.

Ja, lad os det.
Hvor er der en Restaurant?

Der er en lige om Hjørnet.

Vil De have Øl eller Kaffe, Herr Smith?

Jeg vil gerne have et Glas øl.

Og hvad vil De have, Herr Butler?

Tak, jeg vil gerne have en Kop Kaffe.

¹ Rapid pronunciation of *her*, 'Mr.'

Dane
Waiter!

glasses
Could we have two glasses of
beer and one cup of coffee.

tjé:nør!

glas
l.: vi f3:2 t6:2 glas øl o en k6b káf6.

Tjener!

Glas
Kan vi faa to Glas Øl og en Kop Kaffe.

Tom
Have a cigarette?

ve di há:2 en sig6rét;

Vil De have en Cigaret?

Dane
Yes, thanks, I will.

já dé ve je gérn6;

Ja, det vil jeg gerne.

Record 3B, beginning.

The waiter (as he comes with the beer and coffee.)

Here you are.

vér3 g6:2;¹

Vær3aagod.

Dane
Thank you.

tak.

Tak.

To the American:

long
been
in Denmark
How long have you been in
Denmark?

*lén6
vé:æð
i dánmærk
v6r lén6 h6r dí vé:æð i dánmærk?*

længe
været
i Danmark
Hvor længe har De været i Danmark?

¹ The expression *vér3 g6:2* really means "be so good". It is used when you hand someone something, when you ask someone to come in, to go through a door before you, etc.

Do you understand me?

Bill

Yes, but will you speak a little more slowly.

here
for
days

We've been here in Denmark for three days.

Dane

from
Where are you from?

Tom

am
I'm from Chicago.

Dane

And you?

Bill

I'm from Washington.

1. fərsdɔːʔr di mɔʃj;

2. fərsdɔːʔr di mɔʃj.

íá, mən vɛ di tá:lə led lɔʃsɔmʔərə.

hɛ:ʔr
i
dɔːʔɔ

1. vɪ hɔr vɛ:ərð hɛ:ʔr i dánmɔrg i
trɛ:ʔ dɔːʔɔ.

2. vɪ hɔr vɛ:ərð hɛ:ʔr i dánmɔrg i
trɛ:ʔ dɔːə.

frɔ
vɔ:ʔr ər dɪ frɔʃ?

er
jɛ ɛ frɔ sjiká:go;

ə dɪ;

jɛ ɛ frɔ wɔʃjɛntɔn.

Forstaar De mig?

Ja, men vil De tale lidt langsommere.

her
i
Dage

Vi har været her i Danmark i tre Dage.

fra
Hvor er De fra?

er
Jeg er fra Chicago.

Og De?

Jeg er fra Washington.

[2-A] 35

Dane
oh
interesting
Oh, how interesting!

Tom
Copenhagen
Are you from Copenhagen?

Dane
Yes, I am.
speak
very
You speak Danish very well.

Tom
Thank you.
my
mother
My mother's Danish.
father
an American
And my father's an American.
Do you speak English?

Dane
Yes, a little.

36 [2-A]

nqj?
entrásán?l
nqj? vór entrásán?l;

københqvn
er dt frq københqvn?

já dé ér je.
tá: ?lór
he: ?ll
1. *dt tà: lór hé: ?ld gód dán?sk;*
2. *dt tà: lór hé: ?ld gód dán?sk;*

tak.
mi: ?n
mo: r
mi: n mó: r ér dán?sk.
fq: r
ðmæriká: ?nør
o mi: n fq: r ér ðmæriká: ?nør.
tà: lór dt éŋ?ælsk;
1. *já lét.*
2. *já lét;*

nej
interessant
Nej, hvor interessant!

København
Er De fra København?

Ja, det er jeg.
taler
helt
De taler helt godt Dansk.

Tak.
min
Mor
Min Mor er dansk.
Far
Amerikaner
Og min Far er Amerikaner.
Taler De Engelsk?

Ja, lidt.

I understand it.

^{so}
But I don't speak it so well.

Tom

America
Have you been in America?

Dane

No, I haven't.

^{very}
But I'd like to very much.

Excuse me, but would you tell
me the time?

Record 4A, beginning.

Tom

Yes, five o'clock.

Dane

Is it?

^{must or have to}
Then I have to go.

^{pay}
Waiter, we'd like to pay.

je fərsdʒ:ʔr də;

^{so}
mən je tɑ:ʔlɑr dɑ ɛgə sɔ gʃt.

amé:ʔrika
hɑr dɪ vè:ərð i amé:ʔrika;

né: dé hɑ:ʔr je ɛgə.

^{máəð}
mən je vél mɑəð gérnə;

1. *ónsgýlʔ, mən ve dɪ st:ə me¹ va*
klɔgən ɛr.

2. *ónsgýlʔ, mən ve dɪ st:ə me va*
klɔgən ɛr;

já klɔgən ər fémtʔ;

ər dən dé;

^{mɔ:ʔ}
sɔ mɔ: je gʃ:ʔ;

bətɑ:ʔlə
tjé:nər! vi ve gérnə bətɑ:ʔlə.

Jeg forstaar det.

^{saa}
Men jeg taler det ikke saa godt.

Amerika
Har De været i Amerika?

Næh, det har jeg ikke.

^{meget}
Men jeg vil meget gerne.

Undskyld, men vil De sige mig, hvad
Klokken er?

Ja, Klokken er fem. 7

Er den det?

^{maa}
Saa maa jeg gaa.

^{betale}
Tjener, vi vil gerne betale.

¹ Rapid pronunciation of *maj*, 'me'.

may
the check
Can we have the check?

mɔ:?
rɔ́jneŋʔən
mɔ: v: fɔ: rɔ́jneŋʔən;

maa
Regningen
Maa vi faa Regningen?

Waiter
Here you are.

vérs gó:ʔ;

Værsaagod.

Tom
How much is it?

vɔr mɔað é r dɔ?

Hvor meget er det?

Waiter
It's just two crowns, please.

tɔg de ɛ k:ə tó:ʔ kró:nər.

Tak, det er lige to Kroner.

Tom
Here you are.
Let's go. Good-by.

vérs gó:ʔ;
la ɔs gɔ:ʔ, fɔrvél;

Værsaagod.
Lad os gaa. Farvel.

Dane
Good-by.

fɔrvél;

Farvel.

Before you go through the *Basic Sentences* a second time, read the following:

2. Hints on Pronunciation

To the Group Leader: Follow the same procedure as for the *Hints on Pronunciation* of Unit 1. Have the group read and discuss the explanations, and then go through the *Practices* with the Guide or phonograph record.

1. Long vowels

Here are all but three of the Danish long vowels. (The other three you haven't had examples of yet.) The guide

38 [2-A]

or the records will say the words once and you should repeat them once, imitating as closely as you can. You will notice that some of these vowels are very similar to English sounds, while others are quite different. You will have more practice on the ones that are different later on.

PRACTICE 1

Record 4A, after first spiral.

(AIDS)	WHAT THE SOUND IS LIKE	(AIDS)	EXAMPLES:	CONVENTIONAL
i:	about like the <i>ee</i> -sound in <i>see</i>	si:ə	sige	tell
ɛ:	about like the <i>e</i> -sound in <i>men</i> but pronounced a little longer	tjɛ:nər	Tjener	waiter
a:	about like the <i>a</i> -sound in <i>man</i> or <i>mad</i>	dɑ:ɾə tɑ:ʔlər	Dage taler	days speak
ɶ:	when underlined, like the <i>a</i> -sound in <i>father</i>	frɶ: ¹ biogrɶ:ʔfən	fra Biografen	from the movie
ɔ:	a little like the <i>aw</i> in <i>law</i> but you pucker or round your lips more as you say it	ʃɔ:də gɔ:ʔ	otte gaa	eight go
e:	a sound between Danish <i>i:</i> and <i>ɛ:</i> . It is a little like the <i>ay</i> -sound in <i>way</i> but your mouth is more tense as you say it	he:ʔlt e:ʔn	helt en	very one

¹ The speaker on the record pronounced a short ɶ in this word rather than a long ɶ:. You will hear both pronunciations.

o:	a sound between Danish o: and the oo-sound in <i>boo</i> . It is a little like the o-sound in <i>go</i> , but your mouth is more tense as you say it	kr6:nə to:ʔ	Krone to	crown two
ø:	like the Danish e:-sound, but said with rounded or puckered lips	ø:ər	Øre	unit of money

2. Combinations with j

Here are four combinations with *j* to notice. The sounds are quite familiar to you, but the writing may seem a little strange.

PRACTICE 2

Record 4A, after second spiral.

tj	like the <i>ch</i> -sound in <i>church</i>	tjé:nər	Tjener	waiter
sj	like the <i>sh</i> -sound in <i>shoe</i> or <i>station</i>	sdaŋj6:ʔnən	Stationen	the station
øj	about like the <i>oy</i> -sound in <i>boy</i>	h5jrə	højre	right
øj	about like the sound in <i>I, my, die</i>	jəj nejʔ	jeg nej	I no

3. The "catch"

You have probably noticed by now the catches that some Danish words have in them. They are not hard to imitate, because we make them sometimes in English. Say *Oh!* and *Ouch!* very emphatically. You will notice

that you make a little catch down in your throat at the beginning of these exclamations. Or say *California oranges* and *Virginia apples*. You can hear the same little catch between *California* and *oranges* and *Virginia* and *apples*. Some of you also probably make the same

sort of catch instead of a *t* in words like *mountain* or *bottle*. This catch that we make once in a while is very much like the one that is so common in Danish. It is found in Danish at the beginning of a word, in the middle, or at the end. At the beginning it is not important and so is not written in the *Aids to Listening*. But in the middle or at the end of a word it is very important, and is written in the *Aids to Listening* with the symbol *ʔ*. Try to imitate it in the following examples:

PRACTICE 3

Record 4A, after third spiral.

<i>ni:ʔ</i>	ni	nine
<i>to:ʔ</i>	to	two
<i>gɔ:ʔ</i>	gaa	go
<i>ngjʔ</i>	nej	no
<i>tolʔ</i>	tolv	twelve
<i>vanʔ</i>	Vand	water
<i>e:ʔn</i>	en	one
<i>he:ʔlt</i>	helt	very
<i>tá:ʔlør</i>	taler	speak
<i>ónsgylʔ</i>	undskyld	excuse me
<i>vørnɔ:ʔr</i>	hvornaar	when
<i>sdasjɔ:ʔnən</i>	Stationen	the station

4. Speaking fast

You know that in English a word may have one pronunciation when you speak very slowly and distinctly and another pronunciation when you speak quickly and naturally. Notice, for instance, how you pronounce the words *them*, *want to* and *going to* when you say the following sentences quickly:

We met 'em on the street yesterday.
I'm not gonna have any vacation this year.
Do you wanna go to the movies with me?

The same sort of thing happens in Danish. Words have different pronunciations depending upon whether they are said alone or in the middle of a sentence, whether they are emphasized or not, whether they are said slowly or quickly. Here are some of the changes that you'll find most often. Examples of them are given in the practice below.

1. Words that end in *p*, *t*, and *k* when they are said alone, at the end of a sentence, or sometimes before a pause in a sentence, have the *p* changed to *b*, the *t* changed to *d*, and the *k* changed to *g* when they are said in the middle of a sentence.
2. The catches that many words have when they are said by themselves or are emphasized in a sentence disappear when these same words are said quickly and with little emphasis in a sentence.

[2-A] 41

3. The consonant sounds at the end of certain words are left off when these words are pronounced quickly in a sentence.

4. Vowel sounds are sometimes blurred to the ə-sound which is found only in unstressed syllables.

5. The ə-sound at the end of some words is left off in the middle of a sentence.

In the following practice, the Guide or the person on the records will first pronounce a word by itself and then he will use that word in a sentence. Notice the different pronunciation.

PRACTICE 4

Record 4A, after fourth spiral.

lei
tá:ʔl léð ləŋsəm?ərə.

kɔp
je ve gérnə há:ʔ en kɔb káfə.

kən?
ka dɪ st:ə mɔj vər dər ér ed hotél?.

vel
je ve gérnə há:ʔ no:n sigərədər.

ɔr
ə mi:n fə:ʔr ər ɔməríkə:ʔnər.

dəm
je fərsdɪ:ʔr dəm éɡə.

42 [2-A]

lidt
Tal lidt langsommere

Kop
Jeg vil gerne have en Kop Kaffé.

kan
Kan De sige mig, hvor der er et Hotel?

vil
Jeg vil gerne have nogle Cigaretter.

og
Og min Far er Amerikaner.

Dem
Jeg forstår Dem ikke.

a little
Speak a little more slowly.

cup
I'd like to have a cup of coffee.

can
Can you tell me where there's a hotel?

will
I'd like to have some cigarettes.

and
And my father's an American.

you
I don't understand you.

he:ʔr
vi hgr vé:ərð hær i tré:ʔ dǎ:ə.

ll:ə
dær ər é:ʔn ll: əm jærnəð.

jəj
je tǎ:ʔlær dǎ ɛg sɔ gʂt;

əl
la əs gɔ: ɛn? ɔ fʂ:ʔ ɛd glas øl.

her
Vi har været her i tre Dage.

lige
Der er en lige om Hjørnet.

jeg
Jeg taler det ikke saa godt.

at
Lad os gaa ind at faa et Glas Øl.

here
We've been here for three days.

right
There's one right around the corner.

I
I don't speak it so well.

to
Let's go in and get a glass of beer.

As you go through the *Basic Sentences* you should watch for words that have more than one pronunciation, since you'll have to be able to recognize the different pronunciations in order to understand Danish conversation.

If you are uncertain about any of the points of pronunciation which have been discussed, ask your Guide to repeat the words and phrases with which you are having trouble, and try to improve your pronunciation. Remember that these notes are only approximate and are at best an imperfect description of the sounds.

When you are satisfied that you can pronounce fairly well all of the sounds, go through the *Basic Sentences* once more in unison and with your book open. As you repeat after your Guide, keep your eye on the *Aids to Listening*, and note in particular the examples of the sounds discussed. Do not hesitate to ask your Guide to repeat if you are uncertain about any sound.

Finally, go through the *Basic Sentences* again, this time taking turns. Keep your book closed, listen carefully to your Guide, and make sure that your pronunciation satisfies him.

3. Check Yourself

Did you go through the *Basic Sentences* at least twice with your book open and then at least once with your book closed?

Did you repeat each word and phrase immediately after hearing it in a loud, clear voice?

Did you follow the pronunciation you heard even if it seemed different from that shown in your book?

Did you keep in mind the meaning of each word and phrase as you heard and spoke the Danish?

If your Guide asked you to repeat, did you do so with enthusiasm and as many times as necessary until he was satisfied with what you were saying?

[2-A] 43

SECTION B—WORD STUDY

1. Word Study (Individual Study)

If your group has time for outside assignments, do the *Word Study* between meetings of the group. Otherwise make it independent study in the group meeting.

In this section we take up some of the words and expressions you have just learned and examine them to see how the language is built. First read the words and expressions in each list and make sure that you understand the meaning of the Danish. Then read the comment which follows each list. This should make clear to you just how the words function and how they are put together. If there are any points that are not clear to you, make note of them and ask other members of the group about them. Follow the same procedure with each list and each comment.

1. Danish equivalents of *a* and *an*.

Look at the following Danish expressions that you have learned:

<i>en resdordg</i>	<i>en Restaurant</i>	a restaurant
<i>en króna</i>	<i>en Krone</i>	a crown
<i>en kóp káf</i>	<i>en Kop Kaffe</i>	a cup of coffee
<i>ed toalet</i>	<i>et Toilet</i>	a toilet
<i>ed hotél</i>	<i>et Hotel</i>	a hotel
<i>ed glas øl</i>	<i>et Glas Øl</i>	a glass of beer

You can see from these examples that the Danish words *en* and *et* (or *ed*) both correspond to English "a, an." Words like "restaurant", "crown", "cup", "toilet", "hotel", and "glass" are called nouns. In English, as you know, we use "a" with nouns beginning with a consonant-sound—"a restaurant", "a match", etc.—and we use "an" with nouns beginning with a vowel-sound—"an apple", "an egg", etc. In Danish *en* is used with some nouns and *et* with others, but there is nothing about the noun to tell you which to use. For each noun you just have to learn whether it takes *en* or *et*.

2. Danish equivalents of the.

Look at these sentences:

dər ər é:ʔn lɛ: ɔm jærnəð;

vɔrnɔ:ʔr gɔ:ʔr lɔ:ʔrəð?

vɔrnɔ:ʔr bæðn?ər biogrɔ:ʔfən?

mɔ: vi fɔ: rɔ:jneŋ?ən;

Der er en lige om Hjørnet.

Hvornaar gaar Toget?

Hvornaar begynder Biografen?

Maa vi faa Regningen?

There's one just around the corner.

When does the train leave?

When does the movie begin?

Can we have the check?

Notice that in these sentences there is no separate word which corresponds to the English word "the". The following lists show you one way of saying "the" in Danish.

en <i>biogrɔ:ʔf</i>	en Biograf	a movie	<i>biogrɔ:ʔfən</i>	Biografen	the movie
en <i>tjé:nər</i>	en Tjener	a waiter	<i>tjé:nərən</i>	Tjeneren	the waiter
en <i>sɔsɔjɔ:ʔn</i>	en Station	a station	<i>sɔsɔjɔ:ʔnən</i>	Stationen	the station
en <i>frø:ʔgən</i>	en Frøken	a young lady	<i>frø:ʔgənən</i>	Frøkenen	the young lady
en <i>kɔp</i>	en Kop	a cup	<i>kɔbən</i>	Koppen	the cup
en <i>resdɔrɔŋ</i>	en Restaurant	a restaurant	<i>resdɔrɔŋ?ən</i>	Restauranten	the restaurant
en <i>kró:nə</i>	en Krone	a crown	<i>kró:nən</i>	Kronen	the crown
en <i>klɔgə</i>	en Klokke	a bell	<i>klɔgən</i>	Klokken	the bell
ed <i>lɔ:ʔɔ</i>	et Tog	a train	<i>lɔ:ʔrəð</i>	Toget	the train
ed <i>hotél?əð</i>	et Hotel	a hotel	<i>hotél?əð</i>	Hotellet	the hotel
ed <i>toalét</i>	et Toilet	a toilet	<i>toalédəð</i>	Toilettet	the toilet
ed <i>glás</i>	et Glas	a glass	<i>glásəð</i>	Glasset	the glass
ed <i>jærna</i>	et Hjørne	a corner	<i>jærnəð</i>	Hjørnet	the corner

[2-B] 45

With the first group of nouns, as you see, you use *en* to say "a, an". To say "the" with these nouns you add *en* to nouns ending in consonants and *n* to nouns ending in *ə*. These nouns we will call **en-nouns**. Notice that the *p* at the end of *køp* is changed to *b* when the *en* is added and that *resdorðŋən* has the catch, although *resdorðŋ* doesn't.

With the second group of nouns, as you see, you use *et* to say "a, an". To say "the" with these nouns you add *əd* to nouns ending in consonants and *d* to nouns ending in *ə*. These nouns we will call **et-nouns**. Notice that the *t* at the end of *toakt* is changed to *d* when the *əd* is added. You may hear some people say *et* instead of *əd* at the end of these nouns, especially when speaking slowly. Either pronunciation is all right.

The form of a noun with the added *en* or *n*, *əd* or *d* we will call the **the-form**, since it corresponds to English *the* followed by a noun.

Danish singular nouns then, that is, nouns that refer to only one of a thing, are divided into two groups, en-nouns and et-nouns. There are many more en-nouns than et-nouns and nouns that refer to people are generally en-nouns, but unfortunately there is no rule that can be given to tell you which nouns are which. Whenever you learn a new noun, you have to learn at the same time whether it is an en-noun or an et-noun. The list in this *Word Study* includes most of the nouns in Units 1 and 2. And from now on in the *Finder List*

at the end of each unit we'll give you the the-form of each noun which will show you which group that noun belongs to. If the the-form ends in *n* you know that the noun is an en-noun; if it ends in *d* you know it is an et-noun.

3. Nouns that aren't used with *en* and *et*.

In both Danish and English there are some nouns that refer to things that can't be counted, like "coffee", "meat", "water". You don't generally talk about "a coffee", "a meat" or "a water" in either Danish or English. But in Danish, nouns like this are divided into two groups just as other singular nouns are, depending upon the way they make their the-forms. Look at the following examples:

<i>káfə</i>	Kaffe	coffee	<i>káfən</i>	Kaffen	the coffee
<i>van?</i>	Vand	water	<i>ván?əd</i>	Vandet	the water
<i>øl</i>	Øl	beer	<i>øl?əd</i>	Øllet	the beer

As you see, the first noun makes its the-form by adding *n* while the last two make their the-forms by adding *əd*. Notice that *øl?əd* has the catch although *øl* doesn't. Nouns like the first one we will call en-nouns and nouns like the last two et-nouns, even though they're not actually used with the words *en* and *et*. The names merely indicate which of the two groups of singular nouns a certain word belongs to.

NOTE: Of course, in a restaurant you do say "I'll have a coffee" or "Give me a beer". in English, and you do it in Danish too. The equivalent of "a coffee" is *en káfe* and the equivalent of "a beer" is *en øl* even though *øl* is an et-noun.

There is another way of saying "the" in Danish when the noun refers to more than one of a thing. This we'll take up in Unit 5.

4. Danish equivalents of it and one.

Look at the following sentences:

<i>vornð:ʔr bæʒnʔər biogrɜ:ʔfən?</i>	Hvornaar begynder Biografen?	When does the movie begin?
<i>ðen bæʒnʔər klɔʒən sʏvʔ.</i>	Den begynder Klokken syv.	It begins at seven o'clock.
<i>vð ɛ klɔʒən?</i>	Hvad er Klokken?	What time is it?
<i>ðen ɛ tʃlʔ;</i>	Den er tolv.	It's twelve (o'clock).
<i>gɜ:ʔr tɜ:ʔʔəð klɔʒən tʃlʔ;</i>	Gaar Toget Klokken tolv?	Does the train leave at twelve o'clock?
<i>né: de gɜ:ʔr klɔʒən hálʔ tʃlʔ.</i>	Næh, det gaar Klokken halv tolv.	No, it leaves at half past eleven.
<i>vórdən hɜ:ʔr di də?</i>	Hvordan har De det?	How are you? ('How do you have it?')

The Danish word for "it", as you can see from these examples, is *den* if it stands for an en-noun like *biogrɜ:ʔf* or *klɔʒə*, and *de* (or *də*) if it stands for an et-noun like *tɜ:ʔ* or if it doesn't stand for any special noun, as in *vórdən hɜ:ʔr di də?*

Now look at these sentences:

<i>vɜ:ʔr ɛr dər en resdərɔʒnʔ</i>	Hvor er der en Restaurant?	Where's a restaurant?
<i>dər ər ɛ:ʔn li: ɔm jærnəð;</i>	Der er en lige om Hjørnet.	There's one just around the corner.

[2-B] 47

vš:ʔr ér dər ed hotélʔʔ

dər ər ɛd ʔ:ʔ ʔ:ʔ ʔ sʃ ʔe hʃjre.

Hvor er der et Hotel?

Der er et ligeud og saa til højre.

Where's there a hotel?

There's one straight ahead and then to the right.

The Danish word for "one", as you can see, is *é:ʔn* if it refers to an en-noun like *resdørʔn* and *et* (or *ed*) if it refers to an et-noun like *hotélʔʔ*.

5. Danish and English equivalents.

You may have noticed that the first column in the *Basic Sentences* is labelled *English Equivalents*. This means that the English and Danish sentences given there do not necessarily correspond word for word, but rather represent what an American and a Dane would say in the same situation. In going from English to Danish you can't just take an English sentence, figure out what each word in it would be in Danish, and then put those words together as a Danish sentence. It might work in a few cases but more often than not the result will not make sense in Danish, since each language has its own way of saying things. For instance, suppose you want to say "How are you?" in Danish. You know that the Danish equivalents of these words are *vórdən* (or *vórdən*), *er* and *dí*, but they're not the words a Dane uses when he wants to ask that question. Instead he says, as you know, *vórdən hʃ:ʔr dí dəʔ*. In the same way, a Dane using the word-for-word procedure from Danish to English obviously wouldn't be any more successful, since we don't ever say "How

have you it?." But English "How are you?" and Danish *vórdən hʃ:ʔr dí dəʔ* are "equivalents" even though they don't correspond word for word, because they are used under the same circumstances.

2. Covering English and Danish of Word Study

(Individual Study)

Read aloud several times the examples given you in the *Word Study*. Then cover the English and see if you know the meaning of every item. Repeat the operation until you are sure that you know every expression. As a final test, cover the Danish and see if you can speak out the Danish expressions by simply looking at the English. Skip about and test yourself thoroughly.

3. Review of Basic Sentences

Review the first half of the *Basic Sentences* with your Guide or phonograph record. Go through them as many times as you can, taking turns repeating the Danish in-

dividually. Try it with books closed and see how you get along without the help of the *Aids to Listening*. Always keep in mind the meaning of the Danish you

are hearing and speaking. As you go through the *Basic Sentences* be on the lookout for examples of the points in *Word Study* you have just covered.

SECTION C—REVIEW OF BASIC SENTENCES

1. Review of Basic Sentences (Cont.)

Review the second half of the *Basic Sentences* with your Guide or the phonograph record. For the detailed procedure to be followed read again the instructions for the review of the first half of the *Basic Sentences*.

2. Covering the English of Basic Sentences

Here is your chance to find out just how well you have learned the meaning of the Danish expressions you have had up to this point. Go back to the *Basic Sentences* in Section A and cover the English. Read the Danish aloud and see whether you can supply the English equivalents of the words and phrases. Mark those you are not sure about and after reading the list

through, uncover the English and look up their meaning. Cover the English again and repeat the procedure until you can go through the entire list giving all the meanings without difficulty.

3. What Would You Say? (Individual Study)

A. For each of the following situations two or more Danish expressions are given. Read all the expressions aloud and check the one you think best fits each situation. Be sure you know why the other choices are not suitable. At the next meeting of the group you will be asked to say what you have chosen and you will have a chance to test your answers. Do not write anything down.

1. In the lobby of a hotel in Copenhagen. You are going to take a train to the country and you don't know where the station is so you ask a Danish man near you.

- (a) ónsgýl? hér. vð:ʔr ér dər en biogrð:ʔf?
(b) ónsgýl? hér. vð:ʔr ér dər en sdasjó:ʔn?
(c) ónsgýl? hér. vð:ʔr ər sdasjó:ʔnən?

- Undskyld, Herr. Hvor er der en Biograf?
Undskyld, Herr. Hvor er der en Station?
Undskyld, Herr. Hvor er Stationen?

[2-C] 49

2. He tells you it's just around the corner.

- (a) *de e k: om jærnæð.*
- (b) *den e k: æ u: ?ð.*
- (c) *den e k: om jærnæð.*

Det er lige om Hjørnet.
Den er ligeud.
Den er lige om Hjørnet.

3. Before going to the station you stop in a restaurant and order a cup of coffee.

- (a) *tjé:nær, je ve gérnæ há: ? káfæn.*
- (b) *tjé:nær, je ve gérnæ há: ? en. kœb káfæ.*
- (c) *tjé:nær, je ve gérnæ há: ? glásæð.*

Tjener, jeg vil gerne have Kaffen.
Tjener, jeg vil gerne have en Kop Kaffe.
Tjener, jeg vil gerne have Glasset.

4. The waiter brings your coffee and says:

- (a) *vérs gó: ?.*
- (b) *ké: ?r ær øl?æð.*
- (c) *ké: ?r ær glásæð.*
- (d) *ké: ?r ær káfæn.*

Værsaagod.
Her er Øllet.
Her er Glasset.
Her er Kaffen.

5. Before leaving the restaurant you ask the waiter where there's a toilet.

- (a) *vð: ?r ær toaleðæð?*
- (b) *vð: ?r ér dær ed toalei?*
- (c) *er toaleðæð te vénsdra;*

Hvor er Toilettet?
Hvor er der et Toilet?
Er Toilettet til venstre?

6. The waiter tells you that there's one straight ahead.

- (a) *dær ær é: ?n k: æ u: ?ð.*
- (b) *dær ær éd k: om jærnæð.*
- (c) *dær ær éd k: æ u: ?ð.*

Der er en ligeud.
Der er et lige om Hjørnet.
Der er et ligeud.

7. You go to the station and get on the train. You ask the conductor when it leaves.

- (a) *ka dī st:ə māj vɔrnɔ:ʔr de gɔ:ʔr;*
- (b) *vɔrnɔ:ʔr bəgʁnʔər dəʔ*
- (c) *vɔrnɔ:ʔr gɔ:ʔr dənʔ*

Kan De sige mig, hvornaar det gaar?
Hvornaar begynder det?
Hvornaar gaar den?

8. He tells you that it leaves at seven o'clock.

- (a) *ɪ:ʔɔð gɔ:ʔr klɔgən ségs.*
- (b) *de gɔ:ʔr klɔgən sývʔ.*
- (c) *dən gɔ:ʔr klɔgən sývʔ.*

Toget gaar Klokken seks.
Det gaar Klokken syv.
Den gaar Klokken syv.

B. In the left-hand column below you have some questions in Danish. In the right-hand column you have the answers. The questions have nouns in them, the answers have either *dən* or *de*, (it), or *e:ʔn* or *et*, (one). Match up the questions and answers, making sure that *dən* and *e:ʔn* in the answers always refer to an en-noun in the question and *de* and *et* to an et-noun.

- 1. *hə:ʔr dī en kró:nə;*
(Har De en Krone?)
- 2. *er klɔgən sývʔ;*
(Er Klokken syv?)
- 3. *vɔ:ʔr ér dər en resdɔrɔŋ?*
(Hvor er der en Restaurant?)
- 4. *vɔ:ʔr ér dər ed hotélʔʔ*
(Hvor er der et Hotel?)
- 5. *er sdasjó:ʔnən k: ɔm jærnəð;*
(Er Stationen lige om Hjørnet?)

- dər ər éd k:ə ú:ʔð.*
(Der er et ligeud.)
- nəjʔ dən ɛ k:ə ú:ʔð.*
(Nej, den er ligeud.)
- já hɛ:ʔr ər é:ʔn.*
(Ja, her er en.)
- de gɔ:ʔr klɔgən fɪ:ər.*
(Det gaar Klokken fire.)
- dən bəgʁnʔər klɔgən ɔ:ðə.*
(Den begynder Klokken otte.)

6. *vórdan er øl?*
(Hvordan er Øllet?)

7. *vorn3:2r bagðn?ar biogrð:2fən?*
(Hvornaar begynder Biografen?)

8. *vorn3:2r g5:2r l5:2γəð?*
(Hvornaar gaar Toget?)

já dén e sýv?
(Ja, den er syv.)

de er máað g5t;
(Det er meget godt.)

dər ə ē:2n l4: əm jærnəð.
(Der er en lige om Hjørnet.)

SECTION D—LISTENING IN

1. What Did You Say?

To the Group Leader: A. Read the English describing the situations in Part A of the *What Would You Say?* of Section C, and call on different students, not in any fixed order, to speak the Danish which the situation calls for. Encourage the students to give the Danish, if they can, without reading it from the *Aids to Listening* in their books. Then ask different members of the group to give the meaning in English of the different Danish expressions listed for each situation.

B. Have one person ask the first question in Part B of *What Would You Say?* of Section C and have another person give the answer that fits from the second column. Continue in this way through the questions and answers.

Go back to the exercises in the preceding section. For Part A the Group Leader will ask different members of the group to speak the Danish to be used in each of the situations given. Other members of the group will criticize the choices made if they do not agree with them. The Group Leader will also ask for the English equivalents of all the other expressions offered as choice taking turns around the group. For Part B the Leader will have different students ask the questions in the left-

hand column and others respond with the answers they have chosen from the right-hand column.

2. Word Study Check-Up

To the Group Leader: As a check on the students' understanding of the *Word Study*, read the English equivalent of the Danish expressions given before each comment. Call on different students, not in any fixed order, to give the correct Danish for the English. For instance, say to A:

"How do you say 'the restaurant' in Danish?"

and so on. The Guide will indicate whenever he hears a Danish expression that is wrong. If there is no Guide, the other members of the group will signal that they do not agree. Immediately ask someone else to give the right answer. Any member of the group who has difficulty in giving the correct Danish should be told to review the *Word Study* thoroughly before the next meeting of the group. Do not take time in this exercise to talk about the *why*. Stick to the *how*.

The Group Leader will ask different members of the group to give the correct Danish for the English equivalents of the expressions you studied in the *Word Study*. If you give the wrong answer, the Guide will let you know; or, if there is no Guide, the other members of the group will indicate that they think your answer is wrong. The Group Leader will then immediately call on someone else for the right answer. If you have difficulty in giving the correct Danish, review the *Word Study* thoroughly.

3. Listening In

To the Group Leader: Re-read the note *To the Group Leader* in Section D.2 of Unit 1. Follow the same procedure as outlined

1. *Tom, one of the Americans, goes out to look at Copenhagen after getting settled at the hotel. He meets a Dane named Niels Jensen and talks with him.*

there. The first time you go through the conversations, check up on the meaning at the end of each conversation. Then go through all of them a second time without stopping. Finally assign parts and have the students read the conversations. Get them to do a little acting if you can. Encourage them to speak loudly and clearly and to get into the spirit of the situation.

Keep your book closed while the Guide reads the following conversation and repeat after him in unison. If you have no Guide, you should use the phonograph records, repeating the Danish immediately after you hear it. At the end of each conversation take time out to check up on the meaning of any word or phrase about which you are in doubt. Ask some other member of the group to give you the English equivalent or in case no one knows, go back to the *Basic Sentences* of this unit and make sure that you understand everything before you proceed any further. Go through the conversations a second time with books open, repeating after the Guide individually. Then take parts in the conversations. This exercise contains almost all the new words you have learned in this unit.

Record 4B, beginning.

Tom: ónsgyl?, men ka dt st:ə māj vər dər ər en
biogrǫ:ʔf.

Dane: já dər ər é:ʔn k:ə hē:ʔr ɔm járənǫð te hjjra.

Tom: lák, ɔ vð:ʔr ər sdasjó:ʔnən?

Dane: den e k:ə ú:ʔð.

Tom: mǫŋə lák.

Dane: men ər dt éŋʔəlsk;

Tom: né: jé ər ǫməríká:ʔnər. jé ər frǫ sjiká:go.
mi:n mó:r ər frǫ kǫbənɦǫvʔn;
men mi:n fǫ:r ər ǫməríká:ʔnər.

Dane: né: vər entrásánʔi;
vər léŋə hǫr di vé:ərð hē:ʔr?

Tom: jé hǫr vé:ərð i dánmǫrk i tó:ʔ dá:ə.

Dane: mǫd nǫvʔn ər nðls jénson;

Tom: ɔ jé hēðʔər tðmʔ smét;

Dane: la əs go: énʔ ɔ fð:ʔ ed glas øl.
dər ər en resdordŋ k:ə hē:ʔr te vénsdra.

Tom: já lá əs dé.
men ka je fð:ʔ no:n sigørédər hē:ʔr ɔm járənǫð.

Dane: já dé kánʔ di.

54 [2-D]

Undskyld, men kan De sige mig, hvor der er en Biograf?

Ja, der er en lige her om Hjørnet til højre.

Tak, og hvor er Stationen?

Den er ligeud.

Mange Tak.

Men er De engelsk?

Næh, jeg er Amerikaner, jeg er fra Chicago.
Min Mor er fra København,
men min Far er Amerikaner.

Næh, hvor interessant.
Hvor længe har De været her?

Jeg har været i Danmark i to Dage.

Mit Navn er Niels Jensen.

Og jeg hedder Tom Smith.

Lad os gaa ind at faa et Glas Øl.
Der er en Restaurant lige her her til venstre.

Ja, lad os det.
Men kan jeg faa nogle Cigaretter her om Hjørnet?

Ja, det kan De.

2. Tom goes around the corner to a tobacco store to buy some cigarettes.

Record 4B, after first spiral.

The man: *já hér;*

Tom: *je ve gérna há:² no:n sigaréðar.
o la maj fí:² no:n lénsdegar.*

The man: *já vérs gó:².*

Tom: *vor máðð er dé?*

The man: *tág dé en kró:na o H:² þ:ar.*

Tom: *vérs gó:².*

3. In the restaurant.

Record 4B, after second spiral.

Dane: *tjé:nar, vi ve gérna ha tó:² glas þl.*

Waiter: *já hér, vérs gó:².*

Dane: *o tjé:nar, ka je fí:² ed glas ván?;*

Waiter: *já gérna hér.*

Dane: *dí tð:lør hé:²lá góð dán?sk;*

Tom: *je fersdð:²r ða máðð góð.
men je lá:²lør ða éga so góð.
hgr dí vð:arð i amé:²rika;*

Dane: *né: dé hq:²r je éga.
men dé hgr mi:n fí:r;*

Ja, Herr.

Jeg vil gerne have nogle Cigaretter.
Og lad mig-faa nogle Tændstikker.

Ja, værsaagod.

Hvor meget er det?

Tak, det er en Krone og ti Øre.

Værsaagod.

Tjener, vi vil gerne have to Glas Øl.

Ja Herr, værsaagod.

Og Tjener, kan jeg faa et Glas Vand.

Ja, gerne Herr.

De taler helt godt Dansk.

Jeg forstaar det meget godt,
men jeg taler det ikke saa godt.
Har De været i Amerika?

Næh, det har jeg ikke,
men det har min Far.

Tom: *ka dt tá:lə éŋ?əlsk;*

Dane: *né: dt kán? je éga.*

Kan De tale Engelsk?

Næh, det kan jeg ikke.

4. *After they have finished their beer.*

Record 4B, after third spiral.

Tom: *ónsgyl?, ka dt st:ə me va klɔgən ér.*

Dane: *já den é hál? ségs;*

Tom: *er dən dé;
sɔ mɔ: je gɔ:?
je sga i biogrɔ:ʔfən;*

Dane: *tjé:nər, vi ve gérnə betá:ʔlə.
mɔ: vi fɔ:ʔ rájnɛŋʔən.*

Tom: *vər máəð é dé?*

Waiter: *de é k: en kró:nə ták.*

Tom: *vérs gó:?
hé: nər en kró:nə ɔ k:ʔ ø:ər;
fərvél her jénson.*

Dane: *fərvél her smét.*

Undskyld, kan De sige mig, hvad Klokken er?

Ja, den er halv seks.

Er den det?

Saa maa jeg gaa.

Jeg skal i Biografen.

Tjener, vi vil gerne betale.

Maa vi faa Regningen?

Hvor meget er det?

Det er lige en Krone, Tak.

Værsgod.

Her er en Krone og ti Øre.

Farvel Herr Jensen.

Farvel Herr Smith.

Tom speaks to the waiter.

Tom: *ónsgyl?, ka dt st:ə mɔj vər toalédəð ér.*

Waiter: *já dt é k: hē:ʔr te hɔjɾə.*

Tom: *mɔŋə ták;*

Undskyld, kan De sige mig, hvor Toilettet er?

Ja, det er lige her til højre.

Mange Tak.

56 [2-D]

SECTION E—CONVERSATION

1. Covering the Danish of Basic Sentences

(Individual Study)

Go back to the *Basic Sentences* of this unit. Cover up the Danish. Read the English silently and test yourself to see how many words and phrases you can say in Danish. Check the words you are uncertain about and after you have gone through the whole list, uncover the Danish and review them. Go through the list once more and continue for at least three times or until you can give the Danish readily for all the expressions.

2. Vocabulary Check-Up

To the Group Leader: Go to the *Basic Sentences*. Read to the group the English equivalents of the Danish expressions. Call on different students, not in any fixed order, asking for the correct Danish for the English. This check-up is to be conducted in the same way as the *Vocabulary Check-Up* of Section E.2 of Unit 1. If you have any question about the proper procedure, review the note to *To the Group Leader* in that section. Remember not to spend any time talking about the *why* of the Danish; stick to the *how*.

Before you begin the conversation, check yourself on your ability to speak the Danish you have learned up to this point. As in the *Vocabulary Check-Up* of Unit 1,

the Group Leader will ask you to supply in turn the Danish expressions for the English equivalents which he reads from the *Basic Sentences*. Figure out how to say the Danish for each English phrase or sentence whether it is your turn to speak or not. Only in this way can you get the most value out of the *Check-Up*. If there is much of the Danish which you don't know, review the *Basic Sentences* at the first opportunity outside of the group meeting.

3. Conversation

To the Group Leader: Follow the same procedure as for Section F of Unit 1. After going through the outlined conversations, encourage the students to strike out for themselves. Spend all the time you can on free conversation practice in an effort to get to the point where students can speak easily and smoothly with a minimum of *ums* and *ers*.

The Group Leader will assign parts and will ask you to reproduce the conversational situations which follow. Act your part. Don't be afraid to vary the conversation if you are sure of your Danish and use the Danish you have learned in Unit 1 as well as that of Unit 2. Continue this practice until everyone can speak any part of the conversations even though slight changes in the situations are introduced.

1. A is sitting beside B on a train.

1. A says hello, how are you, etc.
2. B says he's fine, thanks. He asks A if he's English.
3. A says no, he's an American.
4. B says, how interesting. He asks A where he's from.
5. A says he's from Chicago. He asks B where he's from.
6. B says he's from Copenhagen. He asks A how long he's been in Denmark.
7. A says he's been there for eight days.

2. A Dane and an American are speaking Danish together.

1. The Dane tells the American he speaks Danish quite well.
2. The American explains that his mother is Danish. He asks the Dane if he speaks English.
3. The Dane says he speaks it a little. He understands it but doesn't speak it so well.
4. The American asks him if he's been to America.
5. The Dane says that he hasn't been, but that he'd like very much to go.

3. You meet a friend on the street in Copenhagen.

1. You say hello, how are you.

2. He says he's fine thanks. He suggests that you go in and get some beer.
3. You agree.
4. In the restaurant your friend orders two glasses of beer.
5. The waiter brings it and says, "Here you are."
6. Your friend asks you how long you've been in Copenhagen.
7. You tell him you've been here for ten days. You ask him what time it is?
8. He says it's six o'clock.
9. You say you have to go.
10. He tells the waiter that you want to pay and asks for the check.
11. The waiter brings it and says "Here's your check."
12. You and your friend say good-by and part.

When you can do these conversations rapidly and without hesitation, strike out for yourself and initiate a conversation. Try to use as many as possible of the phrases you have learned in this unit. But do not waste time attempting to say things not found in this unit. Your possibilities are limited here, but as you go on through this manual, they will become ever larger and you soon will be able to talk at length about many different things.

SECTION F—CONVERSATION (Cont.)

Continue the conversations started in Section E. If necessary, to make the conversation smoother and more successful, review Section E.1 and 2.

Take every opportunity between now and the next meeting of the group to try out your Danish on the other members of the group or on native speakers

around you. Carry on conversations with them whenever you get a chance. Ask questions. At this stage of the game, don't try to use phrases or sentences which are different from those you have learned so far in the course.

Finder List

This is a complete alphabetical list of all the words and expressions used in this unit which are in any way new or unusual. In the *Finder Lists* from now on the the-form of a noun is given right after the simple form. If the the-form is made by simply adding *en* or *n*, *ød* or *ø* with no other change, then the the-form is indicated by writing *-en*, *-n*, *-ød* or *-ø* after the noun. For example, the entry *tjé:nør*, *-en* means that the the-form of *tjé:nør* is *tjé:nøren*. If, however, there is any other change, then the full the-form is written out. The same method is used for the Danish spelling which is given in parentheses. The English equivalent of only the simple form is included.

amé:rika (Amerika) America
ðmæriká:²nør, *-en* (Amerikaner, *-en*)
 American
ðmæriká:²nørə (Amerikanere) Americans
ðnærə (Anders) Andrew
at/² (at) to
bel (Bill) Bill
betalá:²lə (betale) pay

bðdlər (Butler) Butler
dá:²ə/dá:² (Dage) days
dánmærk (Danmark) Denmark
é²²əlsk (engelsk) English
er/ər/ε (er) am, are
en² (ind) in
entrəsán²i (interessant) interesting
fg:r, fá:ørn (Far, Faderen) father
frg (fra) from

fa:² (faa) get, have
glas (Glas) glasses
g²:² (gaa) go
he:²lt (helt) very
i (i) in, for
kan²/ka (kan) can
købənha²v²n (København) Copenhagen
la:²ð/lə (lad) let

[2-F] 59

lá ɔs/lá ɔs (lad os) let's
léŋə (længe) long
máəð (meget) very
mən (men) but
mi:ʔn (min) my
mit (mit) my
mo:r, mó:ərn (Mor, Moderen)
 mother
mɔ:ʔ (maa) must, may

ngjʔ/né:ʔ (nej, næh) well, oh.
ngvʔn, -əð (Navn -et) name
pé:ʔdarsən (Petersen) Petersen
rđjneŋ, rđjneŋʔən (Regning, -en)
 check, bill
sł:ə (sige) tell
sjiká:go (Chicago) Chicago
smet (Smith) Smith
sɔ (saa) so, then

tá:ʔlər (taler) speak
tjé:nər, -ən (Tjener, Tjeneren) waiter
tɔmʔ (Tom) Tom
vé:ərð (været) been
vərs gó:ʔ (værsaagod) here you are
vi (vi) we
wɔsʃjɛŋtɔn (Washington) Washington
ɔs/əs (os) us

UNIT 3

WHAT'S YOUR JOB?

SECTION A—BASIC SENTENCES

To the Group Leader: Read carefully the note *To the Group Leader* preceding Section A of Unit 2. Then go through the *Basic Sentences* once, and take up the *Hints on Pronunciation*. Go through the *Basic Sentences* at least twice more individually, paying especial attention to pronunciation.

Go through the *Basic Sentences*, in unison, in the same way you did for Section A of the preceding unit. Be sure to put plenty of life into your repetition of the sentences. After you have gone through the *Basic Sentences* once in unison and have done the *Hints on Pronunciation*, come back to the *Basic Sentences*. Pay particular attention to the points of pronunciation you have just been working on and go through the sentences at least twice more individually.

1. Basic Sentences

Tom meets Peter who is the son of an old friend of his mother. They sit in a restaurant and talk.

Record 5A, beginning.

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
Peter your How're your mother and father?	dérəs vórdən h.ə:ʔr dērəs fə:r ɔ mɔ:r dəʔ	Deres Hvordan har Deres Far og Mor det?
Tom they They're fine, thank you.	dɪ tæg dɪ h.ə:ʔr də gʃt.	de Tak, de har det godt.

[3-A] 61

Peter
farmers
You and your father are farmers,
aren't you?

làn mèn?
dí ɔ dèrəs fɑ:r ɛr làn mèn?, égo;

Landmænd
De og Deres Far er Landmænd, ikke?

Tom
a farm
near
Yes, we have a farm near Chicago.

en gɔ:ʔr
li:ə vèð
já vɛ hɑ:ʔr en gɔ:ʔr li:ə ve sjiká:go.

en Gaard
lige ved
Ja, vi har en Gaard lige ved Chicago.

Peter
do
brother
And what does your brother do?

bəsdél?ər
brɔ:r
ɔ vɑ bəsdél?ər dèrəs bró:r?

bestiller
Bror
Og hvad bestiller Deres Bror?

Tom
who
lawyer
doctor
I have one brother who's [a] law-
yer and one who's [a] doctor.
live
They live in Chicago.

sɔm
sɑ:ʃfɔ:ər
lé:ɣə
je hɑr é:ʔn bró:r sɔm ɛr sɑ:ʃfɔ:ər,
ɔ é:ʔn sɔm ɛr lé:ɣə.
bo:ʔr
dí bó:ʔr i sjiká:go;

som
Sagfører
Læge
Jeg har en Bror, som er Sagfører, og en,
som er Læge.
bor
De bor i Chicago.

Tom
What do you do, Peter?

vɑ bəsdél?ər dí pé:ʔdər?

Hvad bestiller De, Peter?

Peter
farmer
I'm a farmer.

làn mən?
jé ɛ làn mən?;

Landmand
Jeg er Landmand.

62 [3-A]

work
I work on my father's farm.

oh
carpenter
Oh, there's Mr. Hansen.

he
of
my
friends
He's a friend of mine.

lives
He lives here in Copenhagen.

come!
over here
Come over here, Niels!

this
friend
farmer
This is my friend from America,
Mr. Smith.

Record 5B, beginning.

Niels Hansen
How do you do, Mr. Smith.

ɑrbɑjʔdɑr
je ɑrbɑjʔdɑr pɑ: mi:n fɑ:rs gɑ:ʔr.

ɑ:
lɑmrɑmɛsdɑr
ʒ: dɛr hɑ:ʔr vi lɑmrɑmɛsdɑr
hɑnʔsɑn;

hɑn
ɑ
mɛ:nɑ
vɛnɑr
hɑn ɛr ɛ:ʔn ɑ mɛ:nɑ vɛnɑr;

bɑ:ʔr
hɑn bɑ:ʔr hɛ:ʔr i kɑbɑnhɑvʔn.

kɑm
hɛ:ʔrʊʔɑr
kɑm hɛ:ʔrʊʔɑr nɛls.

dɛ
vɛn
gɑrɑjʔɑr
dɛ ɛ mi:n vɛn frɑ ɑmɛ:ʔrika, gɑrɑjʔɑr
smɛl;

godɑ:ʔ gɑrɑjɑr smɛl.

arbejder
Jeg arbejder paa min Fars Gaard.

aah
Tømrermester
Aah, der har vi Tømrermester Hansen!

han
af
mine
Venner
Han er en af mine Venner.

bor
Han bor her i København.

kom!
herover
Kom herover, Niels!

det
Ven
Gaardejer
Det er min Ven fra Amerika, Gaardejer
Smith.

Goddag, Gaardejer Smith.

[3-A] 83

<i>Tom</i>		
How do you do, Mr. Hansen.	godá:ʔ tømærmæsdər hánʔsæn.	Goddag, Tømrrermester Hansen.
<i>Niels Hansen</i>		
the town or city	bý:ʔæn	Byen
How long have you been here in	1. vər léŋə hɑr dɪ vè:ərð hɛ:ʔr i	Hvor længe har De været her i Byen?
(the) town?	bý:ʔæn?	
	2. vər léŋə hɑr dɪ vè:ərð hɛ:ʔr i bý:ʔæn?	
<i>Tom</i>		
I've been here for four days.	jé hɑr vè:ərð hər i ft:ər dá:ə;	Jeg har været her i fire Dage.
<i>Peter</i>		
cigarette	sigərəl	Cigaret
Do you have a cigarette, Niels?	hɑ:ʔr dɪ en sigərəd nɛls;	Har De en Cigaret, Niels?
<i>Niels Hansen</i>		
Yes, I have.	já jé hɑ:ʔr.	Ja, jeg har.
Here you are.	vɛrs gó:ʔ;	Værsaagod.
smoke	rý:ʔər	ryger
Do you smoke, Mr. Smith?	rý:ʔər dɪ gðrðjʔər smét;	Ryger De, Gaardejer Smith?
<i>Tom</i>		
Yes thanks, (very gladly).	já lák, mæð gérnə.	Ja Tak, meget gerne.
Have you got [any] matches?	hɑr dɪ tɛnsdegər;	Har De Tændstikker?
<i>Niels Hansen</i>		
No, I haven't.	nɛ: dé hɑ:ʔr jɛ éɡə.	Næh, det har jeg ikke.

Peter

But I do.

Here you are.

Tom

Thanks.

Peter

It's late.

home

I have to go home.

shall or will

to there

Where are you going, Tom?

Tom

meet

at

I'm going to meet Bill at the hotel.

to

And then we're going to the movies.

Peter

Bill?

men dé har jóg;

vérs gó:?

mánga ták;

klógon er mánga;

jém?

jé mɔ: jém?

sgal?

hén?

vór sga di hén tsm??

mø:ðə

þɔ:

jé sga mø:ðə bél þɔ: hotél?əð.

i

ɔ sɔ sgá vi i biogrɔ:ʔfɔn.

bél;

Men det har jeg.

Værsgod.

Mange Tak.

Klokken er mange.

hjem

Jeg maa hjem.

skal

hen

Hvor skal De hen, Tom?

møde

paa

Jeg skal møde Bill paa Hotellet.

i

Og saa skal vi i Biografen.

Bill?

Tom

American
Yes, that's my American friend,
Bill Butler.

engineer
He's [an] engineer.

Peter

Where's he from?

Tom

He's from Washington.

on business
He's here on business.

But can you tell me when the
movie begins?

Peter

It begins at seven.

Tom

Then I have to go.

ðmæriká:ʔnsgə
já dé e mi:n ðmæriká:ʔnsgə vén,
bél bədlər.

ensjənjb:ʔr
han er ensjənjb:ʔr;

vór ér han frá:ʔ¹?

han er frá wəsjənktən;

i fɔrédneʔər
hán er hé:ʔr i fɔrédneʔər.

1. men ka dt st:ə məj, vɔrnɔ:ʔr bi-
grá:ʔfən bəʂnʔər.
2. men ka dt st:ə məj, vɔrnɔ:ʔr
biográ:ʔfən bəʂnʔər;

dén bəʂnʔər klɔgən sʏvʔ;

sʔ mɔ: je gʔ:ʔ;

amerikanske
Ja, det er min amerikanske Ven, Bill
Butler.

Ingeniør
Han er Ingeniør.

Hvor er han fra?

Han er fra Washington.

i Forretninger
Han er her i Forretninger.

Men kan De sige mig, hvornaar Bio-
grafen begynder?

Den begynder Klokken syv.

Saa maa jeg gaa.

¹ Another pronunciation of *frá*.

Record 6A, beginning.

Peter

seeing-again
morning
tomorrow

génsyn?
móræn
1. *i móræn*
2. *i móræn*

Gensyn
Morgen
i Morgen

Good-by—see you tomorrow.

farvél, o þó: génsyn i móræn.

Farvel, og paa Gensyn i Morgen.

Tom

greet!
at home

Good-by, Peter. Give my best to
your family.

hil?s
jéma
farvél þé:ðar, o híl?s jéma;

hils!
hjemme
Farvel Peter, og hils hjemme.

Peter

Thanks, I will.

tág dé sgá je;

Tak, det skal jeg.

Tom

Good-by, Mr. Hansen.

1. *farvél þómræmsdær hán?søn.*
2. *farvél þómræmsdær hán?søn.*

Farvel Tømrermester Hansen.

Niels Hansen

Good-by.

farvél;

Farvel.

Before you go through the *Basic Sentences* a second time study the following:

[3-A] 67

2. Hints on Pronunciation

1. Difference between long and short *ɔ*.

Most of the Danish long vowels sound very much like the corresponding short vowels, except that they are stretched out more. But you may have noticed already that *ɔ*: and *ɔ* are pronounced differently. The *ɔ*:, as we said in Unit 2, sounds a little like the *aw*-sound in *law* only it is made with your tongue a little higher up in the back of your mouth and your lips much more rounded. The *ɔ*, on the other hand, sounds something like the *u*-sound in *but*. Here are some examples of both *ɔ*: and *ɔ* so you can hear the difference.

PRACTICE 1

Record 6A, after first spiral.

<i>gɔ:</i> ?	<i>gaa</i>	<i>go</i>
<i>ʃɔ:</i>	<i>otte</i>	<i>eight</i>
<i>tʃ:ʔɔʃ</i>	<i>Toget</i>	<i>the train</i>
<i>fɔ:</i> ?	<i>faa</i>	<i>get</i>
<i>gɔt</i>	<i>godt</i>	<i>good</i>
<i>sɔ</i>	<i>saa</i>	<i>so, then</i>
<i>kɔm</i>	<i>kom</i>	<i>come</i>
<i>kʌʃgən</i>	<i>Klokken</i>	<i>the bell</i>

68 [3-A]

2. The Danish *r*.

The Danish *r*-sound is very different from an American *r*. It is made way back in the throat. Try making the sound you make when you gargle. Now, instead of making the rolling, vibrating noise you do when you gargle, just make a smooth sound back there in the same place. This is the Danish *r*-sound. In order to have your Danish really sound right, you'll have to learn to make this sort of *r*. Practice it in the following words:

PRACTICE 2

Record 6A, after second spiral.

<i>resdɔrʃn</i>	Restaurant	restaurant
<i>sigʔɛdər</i>	Cigaretter	cigarettes
<i>ʀʃjneʃʔən</i>	Regningen	the check
<i>ʀy:ʔər</i>	ryger	smoke, smokes
<i>brɔ:r</i>	Bror	brother
<i>biɔgrʃ:ʔf</i>	Biograf	movie
<i>kʀó:nə</i>	Krone	crown
<i>tʀe:ʔ</i>	tre	three
<i>fʀa</i>	fra	from

When the Danish *r*-sound comes before a consonant, before *ɔ*, or at the end of a word it is very much weaker.

There's just a touch of that sound back in your throat.
Listen to it in the following words:

PRACTICE 3

Record 6A, after third spiral.

<i>mo:r</i>	Mor	mother
<i>fɑ:r</i>	Far	father
<i>vɔ:ʔr</i>	hvor	where
<i>kɑrtʃlɔ:r</i>	Kartofler	potatoes
<i>bəɣnʔr</i>	begynder	begin, begins
<i>tjɛ:nɔ:r</i>	Tjener	waiter
<i>vɛrs gó:ʔ</i>	Værsaagod	here you are
<i>gɛrnɔ</i>	gerne	gladly
<i>fɪ:ɔ:r</i>	fire	four
<i>əməriká:ʔnɔrə</i>	Amerikanere	Americans

You may have a little trouble imitating these *r*-sounds, but you should practice them until you really get them.

3. The *ɔ*-sound before *r*.

The *ɔ*-sound, long or short, is pronounced a little different when it comes before or after *r*. It sounds very much like our *o*-sound in *for*, *more*. Here are some examples of *ɔ* and *ɔ:*, both with and without a following *r*. Listen especially to the pronunciation before *r*.

PRACTICE 4

Record 6A, after fourth spiral.

<i>gɔt</i>	godt	good
<i>klɔgən</i>	Klokken	the bell
<i>ɔ:ɔ</i>	otte	eight
<i>fɔrsdɔ:ʔ</i>	forstaa	understand
<i>fɔrsdɔ:ʔr</i>	forstaar	understand, understands
<i>mɔrən</i>	Morgen	morning
<i>gɔrəjʔr</i>	Gaardejer	farmer
<i>gɔ:ʔr</i>	Gaard	farm

4. *ɔr* after a long vowel.

When a Danish word has the sounds *ɔ* and *r* after a long vowel, most Danes in everyday speech will pronounce the *ɔ* first and then the *r*. Only if they're speaking very carefully will they sometimes say the *r* before the *ɔ*. For example, the words for *four* and *þre*, a Danish coin, are generally said *fɪ:ɔr* and *þ:ɔr*, but in careful speech you may hear *fɪ:rə* and *þ:rə*. This characteristic of Danish pronunciation means that if a noun ends in a long vowel followed by *r* like *gɔ:ʔr*, 'farm', *mo:r*, 'mother', *fɑ:r*, 'father', *bro:r*, 'brother', the *the*-forms of these nouns will generally be pronounced *gɔ:ʔərən*, *mó:ərən*, *fá:ərən*, *bró:ərən*, with the *ə* of the ending *ən* before the *r*, rather than *gɔ:ʔrən*, *mó:rən*, *fá:rən*, *bró:rən*, as you will hear in slow, careful speech.

[3-A] 69

5. More practice on the catch.

Here are some sentences with several catches in them for you to practice.

PRACTICE 5

Record 6A, after fifth spiral.

- | | | |
|---|---|--|
| 1. <i>vorn5:2r g5:2r t5:2r 28?</i> | Hvornaar gaar Toget? | When does the train leave? |
| 2. <i>vorn5:2r bag5n2er biogr4:2fan?</i> | Hvornaar begynder Biografen? | When does the movie begin? |
| 3. <i>han b6:2r h6:2r i b5:2an.</i> | Han bor her i Byen. | He lives here in town. |
| 4. <i>g5r5j5r h5n2s5n h5:2r en g5:2r
i am6:2rika.</i> | Gaardejer Hansen har en Gaard i
Amerika. | Mr. Hansen has a farm in America. |
| 5. <i>h5n t5:l5r d5n2sg men j6 t5:l5r
6n25lsk.</i> | Han taler Dansk, men jeg taler
Engelsk. | He speaks Danish, but I speak English. |

Now go through the *Basic Sentences* once more individually and with your book open. As you repeat after your Guide, keep your eyes on the *Aids to Listening* and note in particular the examples of the sounds discussed. Again do not hesitate to ask your Guide to repeat if you are uncertain about any sound.

Finally, go through the *Basic Sentences* at least once again individually. Keep your book closed, listen carefully to your Guide and make sure that your pronunciation satisfies him.

3. Check Yourself

1. Did you remember to make Danish *r*'s, not American ones?
2. Did you put in all the catches?
3. Did you say *ɔ*: more like the *aw* in *law*, *ɔ* more like the *u* in *but* and both *ɔ*: and *ɔ* before *r* more like the *o* in *for*?
4. Did you notice the words that have more than one pronunciation?
5. Do you remember what sounds all the symbols stand for?

70 [3-A]

SECTION B—WORD STUDY

1. Word Study (Individual Study)

As in Section B1 of Unit 2, read the words and expressions in each list and make sure that you understand the meaning of the Danish. Then read the comments which follow each list. When you have finished the *Word Study*, ask other members of the group about points which are not clear to you.

1. Danish equivalents of "understand", "speak", "begin", etc.

The following sentences are taken from the *Basic Sentences* of the first three units. As you go through them, pay special attention to the words in heavy type.

<i>je farsdå:ʔr dā;</i>	Jeg forstaar det.	I understand it.
<i>je tå:ʔlær dā égā sʔ gót.</i>	Jeg taler det ikke saa godt.	I don't speak it very well.
<i>då tå:ʔlær hé:ʔld gód dánʔsk;</i>	De taler helt godt Dansk.	You speak Danish very well.
<i>den bægønʔær klågøn sývʔ.</i>	Den begynder Klokken syv.	It begins at seven o'clock.
<i>je hær é:ʔn bró:r sòm er sårfsʔ:ʔr,</i> <i>ʔ é:ʔn sòm er lé:ʔə.</i>	Jeg har een Bror, som er Sagfører, og een, som er Læge.	I have one brother who's a lawyer and one who's a doctor.
<i>ví hå:ʔr en gå:ʔr lí:ə vé sjiká:go.</i>	Vi har én Gaard lige ved Chicago.	We have a farm near Chicago.
<i>då bó:ʔr í sjiká:go;</i>	De bor i Chicago.	They live in Chicago.

The words printed in heavy type in these sentences—words corresponding to English "understand", "speak", "begin", etc.—are called **verbs**. Notice that these Danish verbs all end in *r*. Since this form ending in *r* is used most often, as here, to talk about things that are going on at the present time, we will call it the **present form** of the verb.

[3-B] 71

Look at the following sentences:

dt bð:ʔr i sjiká:go;

De bor i Chicago.

They live in Chicago.

han bð:ʔr hé:ʔr i københåvʔn.

Han bor her i København.

He lives here in Copenhagen.

In English, as you know, we say "I live, you live, we live, they live, my brothers live", but "he lives, she lives, my brother lives". In Danish the one form *bo:ʔr* corresponds to both "live" and "lives". This is true of all Danish verbs. *færsdð:ʔr* corresponds to both "understand" and "understands", *tá:ʔlær* to both "speak" and "speaks", *begðnʔar* to both "begin" and "begins", etc.

Now look at these sentences:

jé ær fra sjiká:go;

Jeg er fra Chicago.

I'm from Chicago.

mi:n mó:r ær dánʔsk.

Min Mor er dansk.

My mother is Danish.

ví ær æmæriká:ʔnærø.

Vi er Amerikanere.

We're Americans.

er dt éŋʔølsk;

Er De engelsk?

Are you English?

Notice the verb *er* (or *ær*) in these sentences. This works just as the other Danish verbs do—the one form *er* corresponds to English "am", "is" and "are".

2. Asking questions.

Observe the following questions:

hå:ʔr di en sigaréð néls;

Har De en Cigaret, Niels?

Have you a cigarette, Niels? *or* Do you have a cigarette, Niels?

færsdð:ʔr di māj;

Forstaar De mig?

Do you understand me?

vørnð:ʔr gð:ʔr tð:ʔvøðʔ

Hvornaar gaar Toget?

When does the train leave?

tå:lær dt éŋʔølsk;

Taler De Engelsk?

Do you speak English?

vá bæsdélʔær dèræs bró:rʔ

Hvad bestiller Deres Bror?

What does your brother do?

Notice that these Danish questions don't have anything corresponding to our English phrases with "do" and "does"—"do you speak", "does the train leave", etc. Instead they're made by simply putting the verb ahead of the noun or word like *han* or *di*, that goes with it,—*tå:lar dt, gđ:ʔr tš:ʔγəð*, etc.

3. Sentences with *égə*.

Observe the following sentences with *égə*.

jé fərsdš:ʔr dām égə;

Jeg forstaar Dem ikke.

I don't understand you.

jé tá:ʔlør dā égə sɔ gšt.

Jeg taler det ikke saa godt.

I don't speak it very well.

Notice that in these Danish sentences there is nothing corresponding to English "don't". As you see, you simply use the ordinary form of the verb with the word for "not", *égə*.

4. Special ways of saying things.

A.

Look at these sentences.

já, lá ɔs dé.

Ja, lad os det!

Yes, let's!

er dt fra kəbənɦvʔn?

Er De fra København?

Are you from Copenhagen?

já, dé ér je.

Ja, det er jeg.

Yes, I am.

ɦər dt vè:ərð i amé:ʔrika;

Har De været i Amerika?

Have you been in America?

né:, dé ɦə:ʔr je égə.

Næh, det har jeg ikke.

No, I haven't.

farvél pé:ʔdər, ɔ hɪlʔs jémə;

Farvel Peter. og hils hjemme.

Good-by, Peter, give my best to your family.

tág dé sgá je;

Tak, det skal jeg.

Thanks, I will.

[3-B] 73

Look at the Danish sentences corresponding to English expressions like "Let's", "Yes, I am", "No, I haven't", etc. In all of them you have the word *de* meaning "that" or "it", so that what you really say is "Yes, let's *that*", "Yes, *that* am I", etc. Notice that *de* often comes before the verb.

B.

Observe these expressions:

<i>en køb kaffe</i>	en Kop Kaffe	a cup [of] coffee
<i>en køb te?</i>	en Kop Te	a cup [of] tea
<i>et glas vand?</i>	et Glas Vand	a glass [of] water
<i>to? glas øl</i>	to Glas Øl	two glasses [of] beer.

In expressions like these where you have a combination of two nouns expressing the *quantity of something*, notice that you don't use any Danish word corresponding to English "of". What you say really is "a cup coffee", "a glass water", "two glasses beer", etc.

C.

Look at these sentences:

<i>han er ensjønshøj?</i>	Han er Ingeniør.	He's [an] engineer.
<i>jeg har én bror som er sagfører,</i> <i>og én som er læge.</i>	Jeg har een Bror, som er Sagfører, og een, som er Læge.	I have one brother who's [a] lawyer and one who's [a] doctor.

Notice that when you tell what someone's occupation is in Danish, you don't use any word corresponding to English "a" or "an". What you really say is "He's engineer", etc.

D.

Observe the following:

dé e mi:n vén frə amé:ʔrika,
gʊrəjʔər smét;
godá:ʔ tømərməsdər hánʔsən.

Det er min Ven fra Amerika,
Gaardejer Smith.
Goddag, Tømrrermester Hansen.

This is my friend from America,
"farmer" Smith.
Hello, "carpenter" Hansen.

In Danish, as you see, you often use the name of a man's trade or profession in front of his name, rather than the word for "Mr.", *her*.

Notice in the first sentence that when you introduce people, you don't say anything like "I'd like you to meet so and so", but simply say "This is so and so".

E.

Look at the words *lánmànʔ* and *gʊrəjʔər* in these sentences.

jé e lánmànʔ;
dé er mi:n vén frə amé:ʔrika,
gʊrəjʔər smét;

Jeg er Landmand.
Det er min Ven fra Amerika,
Gaardejer Smith.

I'm a farmer.
This is my friend from America, Mr.
(farmer) Smith.

In this unit you learned two words for "farmer", *gʊrəjʔər* and *lánmànʔ*. A *gʊrəjʔər* is a man who owns a small farm, while a *lánmànʔ* is anyone who has anything to do with farming. *lánmànʔ* is not used as a title before a person's name, but you can see from the second sentence above that *gʊrəjʔər* is.

F.

Go over these two sentences carefully.

vər sɡə di hén tsmʔʔ
ʔ sʊ sɡə vi i biogrə:ʔfən.

Hvor skal De hen Tom?
Og saa skal vi i Biografen.

Where are you going, Tom?
And then we're going to the movies.

[3-B] 75

Notice that there is no verb corresponding to English "go" in these sentences. You'll find that this happens quite often in Danish. We'll tell you more about it in Unit 8 when you've had more examples, but in the meantime, watch for it as you go through the *Basic Sentences*.

2. Covering English and Danish of Word Study (Individual Study)

Before you leave the *Word Study*, cover the English equivalents in each list and make sure that you know the meaning of every Danish expression. Then cover the Danish and see if you can say each Danish expression when you are looking only at the English.

3. Review of Basic Sentences

Review the first half of the *Basic Sentences*. Repeat individually with books closed. Work always to perfect your pronunciation; keep the meaning in mind; and observe examples of the points in the *Word Study* you have just covered.

SECTION C—REVIEW OF BASIC SENTENCES (Cont.)

1. Review of Basic Sentences (Cont.)

Review the second half of the *Basic Sentences*. Follow the procedure suggested above.

2. Covering the English of Basic Sentences (Individual Study)

Go back to the *Basic Sentences* in Section A, cover the English and test yourself by reading the Danish, just as you did in Section C of the previous unit. If you are not sure about the meaning of any words or phrases, when you have finished reading the *Basic Sentences* aloud, uncover the English and look up their meaning. Keep this up until you know all the meanings completely.

3. What Would You Say? (Individual Study)

A. The following sentences are answers to questions. Read each sentence and decide what question it could be the answer to. Practice saying both the question and the answer aloud until you can do it easily and quickly, but do not write anything down. When the group works together, the Leader will ask you to take turns around the class asking the questions and giving the answers.

- | | |
|---|--|
| 1. <i>já je færsdɔ:ʔr dæm hɛ:ʔld gɔt;</i> | Ja, jeg forstaar Dem helt godt. |
| 2. <i>biograf:ʔfæn bægønʔær klɔgæn ɔ:dæ.</i> | Biografen begynder Klokken otte. |
| 3. <i>han bɔ:ʔr i kɔbenhavnʔn.</i> | Han bor i København. |
| 4. <i>nåjʔ vi æ æmæriká:ʔnærə;</i> | Nej, vi er Amerikanere. |
| 5. <i>nåjʔ je lá:ʔlær dæ égə sɔ gɔt.</i> | Nej, jeg taler det ikke saa godt. |
| 6. <i>jé æ tømærmædsær.</i> | Jeg er Tømrermester. |
| 7. <i>ví æ frə sjiká:go;</i> | Vi er fra Chicago. |
| 8. <i>tɔ:ʔgəð gɔ:ʔr klɔgæn sývʔ.</i> | Toget gaar Klokken syv. |
| 9. <i>nåjʔ vi hɔ:ʔr égə en gɔ:ʔr lɛ:ə
ve kɔbenhavnʔn.</i> | Nej, vi har ikke en Gaard lige ved
København. |
| 10. <i>já jé hɔ:ʔr en bró:r sɔm ær lɛ:ʔgə.</i> | Ja, jeg har en Bror, som er Læge. |

B. Here are ten sentences stating some facts about a man. They are given here as though the man himself were saying them. Pretend that you're talking about a man named Tom Smith (in Danish *tɔmʔ smét*) and are making these statements about him. For instance, change the first sentence to '*tɔmʔ sméd ær égə dánʔsk.*', and then go on to say that *han* is or does this and that. In the group work the Leader will ask you to take turns saying the new sentences.

- | | |
|------------------------------|---------------------|
| 1. <i>jé æ égə dánʔsk.</i> | Jeg er ikke dansk. |
| 2. <i>jé æ æmæriká:ʔnær.</i> | Jeg er Amerikaner. |
| 3. <i>jé æ frə sjiká:go.</i> | Jeg er fra Chicago. |

[3-C] 77

4. *jé hq:ʔr en gʃ:ʔr lɛ:ə ve sjiká:go.*
5. *jé hq:ʔr en bró:r sɔm er ensjɔnjø:ʔr.*
6. *jé hqʀ vé:ərð i dánmɑrg i ló:ʔ dá:ə.*
7. *jé bó:ʔr pɔ: ed hotélʔ i kɔbənɦqʊʔn.*
8. *jé hqʀ mɑŋə vɛnər hɛ:ʔr.*
9. *jé tɑ:lər ɛŋʔəlsk.*
10. *jɛ fɔrsdʃ:ʔr dánʔsg mɛn jɛ
tɑ:ʔlər də ɛgə sɔ gʃt.*

Jeg har en Gaard lige ved Chicago.
 Jeg har en Bror, som er Ingeniør.
 Jeg har været i Danmark i to Dage.
 Jeg bor paa et Hotel i København.
 Jeg har mange Venner her.
 Jeg taler Engelsk.
 Jeg forstaar Dansk, men jeg taler
 det ikke saa godt.

C. How would you do the following in Danish:

1. Tell a friend who's offering you a cigarette that you don't smoke.
2. Explain to someone that you don't speak Danish.
3. Tell someone that the train doesn't leave at eight o'clock, it leaves at nine.
4. Tell a friend that you are not going to the movies.
5. Tell someone that you're not from Copenhagen.
6. Say that your brother's not a lawyer.
7. Say that you don't live in a hotel.
8. Explain to someone who thinks your name's Hansen that it isn't, it's Smith.

SECTION D—LISTENING IN

1. What Did You Say?

To the Group Leader: Follow the same procedure as for Section D.1 of Unit 2. Call on different students (not in any fixed order) to give their answers in Danish for the exercise *What Would You Say?* in Section C.3 of this unit. Encourage them to give the answers directly and not from the books, if possible.

Go back to the last exercises in the preceding section. The Group Leader will call for your answers in Danish for the exercises. If you can, give the correct answers without reading from the book. Other members of the group will criticize if they disagree.

2. Word Study Check-Up

To the Group Leader: Follow the same procedure as for this part of Section D of Unit 2. Call on various students for the correct Danish for the English equivalents of the expressions given in the *Word Study*. Make sure that all the students have learned the material thoroughly.

Go back to the *Word Study* in Section B. The Group Leader will ask different members of the group to give the correct Danish for the English equivalents of the expressions you went over in the *Word Study*. Be sure

you are able to give the correct form without having to read it from the book. If you have any difficulty, review the *Word Study* thoroughly.

3. Listening In

To the Group Leader: Follow the same procedure as for *Listening In* in Section D.3 of Unit 2. Check up on meaning at the end of each conversation on the first time through; then, after the second time through, assign parts and have the students read the conversations.

Keep your book closed while the Guide reads the following conversations, or while they are played on the phonograph, and repeat the Danish immediately after hearing it. At the end of each conversation, check up on the meaning of any word or phrase about which you are in doubt, either by asking some other member of the group or by going back to the *Basic Sentences* if no one knows.

Go through the conversations again, with your books open, being sure to imitate carefully and to keep in mind the meaning of everything you are saying. Then take turns speaking the parts. Make the conversations real. Say your part as though you meant it.

Bill Butler, the American engineer, goes to see a Danish friend, Mr. Knudsen, at his office. Mr. Knudsen had met the Butler family while on a trip to America, but doesn't know that Mr. Butler is in Denmark.

Record 6A, after sixth spiral.

 ðensjønjør bðdlar
godá:? sðγfð:ər knúsen.
 sðγfð:ər knúsan
né: godá:? ðensjønjør bðdlar.
er dı hē:ʔr i kðbənɦəvʔn;
 ðensjønjør bðdlar
já jáj er hē:ʔr i fɔrédnɛnʔər.
 sðγfð:ər knúsan
vər léŋə hɔr dı vé:ərð hē:ʔr?
 ðensjønjør bðdlar
jé hɔr vé:ərð hē:ʔr i bý:ʔən i ft:ər dá:ə.
 sðγfð:ər knúsan
vʃ:ʔr bó:ʔr dı ðensjønjør bðdlar?
 ðensjønjør bðdlar
je bó:ʔr pɔ: ed hotélʔ ɦ:ə ve sdasjɔ:ʔnən.

Record 6B, beginning.

 sðγfð:ər knúsan
sga vi éɡ ɡɔ: hénʔ ə fʃ:ʔr ed glas øl.

Ingeniør Butler
Goddag, Sagfðrər Knudsen.
 Sagfðrər Knudsen
Nej, Goddag Ingeniør Butler!
Er De her i København?
 Ingeniør Butler
Ja, jeg er her i Forretninger.
 Sagfðrər Knudsen
Hvor længe har De været her?
 Ingeniør Butler
Jeg har været her i Byen i fire Dage.
 Sagfðrər Knudsen
Hvor bor De, Ingeniør Butler?
 Ingeniør Butler
Jeg bor paa et Hotel lige ved Stationen.

Sagfðrər Knudsen
Skal vi ikke gaa hen at faa et Glas Øl?

ðensjænjør bõdlør
 né: mǽŋə ták.
 je sga mǽ:ðə é:ʔn a ml:nə vénər hɛ:ʔr.
 vt sga i biogrǽ:ʔfən.

sǽʔfǽ:ər knúsən
 er dèrəs vèn dánʔsk;

ðensjænjør bõdlør
 nǽjʔ hán ɛ ǽməríká:ʔnər.
 han ɛ lánmǽnʔ, ɔ hǽ:ʔr en gǽ:ʔr ʌ:ə ve
 sjiká:go.

sǽʔfǽ:ər knúsən
 tǽ:lør han dánʔsk;

ðensjænjør bõdlør
 já hán tǽ:ʔlør hɛ:ʔld gǽt;

sǽʔfǽ:ər knúsən
 vordán hǽ:ʔr dèrəs fǽ:r ɔ bró:r dǽʔ

ðensjænjør bõdlør
 va bǽhǽ:ʔr;
 ónsgýlʔ, mèn tǽ:ʔl led lǽŋsɔmʔərə.¹

Ingeniør Butler
 Næh, mange Tak.
 Jeg skal møde en af mine Venner her.
 Vi skal i Biografen.

Sagsfører Knudsen
 Er Deres Ven dansk?

Ingeniør Butler
 Nej, han er Amerikaner.
 Han er Landmand og har en Gaard lige
 ved Chicago.

Sagsfører Knudsen
 Taler han Dansk?

Ingeniør Butler
 Ja, han taler helt godt.

Sagsfører Knudsen
 Hvordan har Deres Far og Bror det?

Ingeniør Butler
 Hvad behager?
 Undskyld, men tal lidt langsommere.

¹ The verb form *ta:ʔl* corresponds to English "speak!".

sørfø:ør knúson
vordán hq:ør dèræs fq:r o bró:r de?
førsdó:ør di mǫj;

ðensjønjør bódlør
já.
táð dǫ hq:ør dǫ gót.

sørfø:ør knúson
vá bǫsdél?ør dèræs bró:r?

ðensjønjør bódlør
hán e lé:ør;
hq:ør di en sigarét;

sørfø:ør knúson
né: dǫ hq:ør je éga;
je rý:ør éga so máað;
men dǫ ka fq: sigarédar lí:ø æm jǫérnæð.

ðensjønjør bódlør
er dǫ i bý:øn i mǫrøn sørfø:ør knúson.
ka di éga mǫ:ðǫ mǫj klǫgøn sýv?
pǫ: mǫd hotél?.

Sagfðrer Knudsen
Hvordan har Deres Far og Bror det?
Forstaar De mig?

Ingeniør Buller
Ja.
Tak, de har det godt.

Sagfðrer Knudsen
Hvad bestiller Deres Bror?

Ingeniør Buller
Han er Læge.
Har De en Cigaret?

Sagfðrer Knudsen
Næh, det har jeg ikke.
Jeg ryger ikke saa meget.
Men De kan faa Cigaretter lige om
Hjørnet.

Ingeniør Buller
Er De i Byen i Morgen, Sagfðrer Knudsen?
Kan De ikke møde mig Klokken syv paa
mit Hotel?

sàrfsþ:ar knúsæn
máηa tak.

dé ve je máað géra.

ðensjanjör bódlar
ð:, dér ar mi:n améríká:nsa vén
gðrðjær smét.

kom hé:ʔrðu?ar lóm?

dé er mi:n vén, sàrfsþ:ar knúsæn, o dé er
gðrðjær smét;

smet
godá:ʔ sàrfsþ:ar knúsæn.

sàrfsþ:ar knúsæn
godá:ʔ gðrðjær smét.
je fersdð:ʔr dð e fra sjíká:go;
jé har en bró:r som árbaðj?ðar dé:ʔr.

smet
né:, har dð dé;
vá bæsðel?ar hán?

sàrfsþ:ar knúsæn
hán e tømrmæsdar.
vor léηa har dð vè:arð hé:ʔr i dánmark
gðrðjær smét?

Sagfðrer Knudsen
Mange Tak.

Det vil jeg meget gerne.

Ingeniør Puller
Aah, der er min amerikanske Ven,
Gaardejer Smith.

Kom herover, Tom!

Det er min Ven, Sagfðrer Knudsen, og
det er Gaardejer Smith.

Smith
Goddag, Sagfðrer Knudsen.

Sagfðrer Knudsen
Goddag, Gaardejer Smith.
Jeg forstaar, De er fra Chicago.
Jeg har en Bror, som arbejder der.

Smith
Nej, har De det!
Hvad bestiller han?

Sagfðrer Knudsen
Han er Tømrmester.
Hvor længe har De været her i Dan-
mark, Gaardejer Smith?

smel
jé har vé:ərð har i ft:ər dá:ə.

sðrfsð:ər knúsn
dł id:lər hé:ʔld gsd dánʔsk;

smel
min mó:r er frg kðbənhdvʔn;
sðrfsð:ər knúsn
men dðrəs fd:r ər ðməríká:ʔnər;

smel
já dð ér han.

sðrfsð:ər knúsn
men jé mɔ: jémʔ;
vð e klógənʔ

smel
den e lt:ə ségs.

ðnsjənjør bðdlər
sð mɔ: vi gð:ʔ.
vi sga i biogrð:ʔfən klógən sjuʔ.

smel
já sð fərvel sðrfsð:ər knúsn.

Smith
Jeg har været her i fire Dage.

Sagsfører Knudsen
De taler helt godt Dansk.

Smith
Min Mor er fra København.

Sagsfører Knudsen
Men Deres Far er Amerikaner?

Smith
Ja, det er han.

Sagsfører Knudsen
Men jeg maa hjem.
Hvad er Klokken?

Smith
Den er lige seks.

Ingeniør Butler
Saa maa vi gaa.
Vi skal i Biografen Klokken syv.

Smith
Ja, saa Farvel, Sagsfører Knudsen.

ði.sjænjør bǫðlar
 farvél o híl?s jéna;
 o þo: génsyn? i móræn;
 sǫrfsþ:or knúsan
 já lák;
 farvél;

Ingeniør Buller
 Farvel og hils hjemme.
 Og paa Gensyn i Morgen.
 Sagfører Knudsen
 Ja Tak.
 Farvel.

SECTION E—CONVERSATION

1. Covering the Danish of Basic Sentences (Individual Study)

Just as you did in Section E of Unit 2, go back to the *Basic Sentences* of this unit, cover up the Danish and test yourself to see how many words and phrases you can say in Danish when you are looking only at the English.

2. Vocabulary Check-Up

To the Group Leader: As in Unit 2, go around the class calling on various students and asking them to give the Danish for the English equivalents in the *Basic Sentences*, with their books closed. If any student does not answer in a reasonable time, do not allow hemming and hawing; call on another student. Make sure that every student speaks loud enough so that all

can hear. Do not allow any mumbling. Any student who cannot give satisfactory answers needs more review of the *Basic Sentences*.

As you did in Unit 2, supply the Danish expressions for the English equivalents in the *Basic Sentences*, when the Leader calls on you. Give your answers in a clear, loud voice, so that everyone can hear you.

3. Conversation

To the Group Leader: Follow the same procedure as for Section E. 3 of Unit 2. Have the students converse, first following closely the model of the conversations outlined below and then changing the situations slightly.

As you did in the *Conversation* in Section E. 3 of Unit 2, first go through the conversations outlined below,

[3-E] 85

taking turns. As soon as you can speak the parts smoothly, try acting them out in front of the group; keep this up until you can do it easily.

1. You are sitting at a table in a restaurant drinking beer. A friend of yours comes in whom you haven't seen for a long time. You call him over and say hello. You order two glasses of beer. You ask your friend how long he's been in Copenhagen. He tells you he's been here five days. You ask him what he's doing. He says he's here on business. You ask about his brother, how he is and what he's doing. He tells you he's fine. He is an engineer. He has been in America. He asks where you live, and you tell him

you live at a hotel near the station. You ask for the bill and leave.

2. A and B are walking along the street. They meet C, who is a friend of A. A introduces B and C—they can have whatever trades or professions you like. A asks about C's father and brother—how they are, etc. C says they are well. A asks C for a cigarette. He gives him one and asks B if he smokes. B says he does. A asks C where he's going. He says he's going to the movies and asks A where he's going. A tells him he's going to the hotel. B says it's late and he has to go home. The three of them part. A asks C to give his regards to his family and says good-by.

SECTION F—CONVERSATION (Cont.)

1. Conversation (Cont.)

Continue the conversations started in Section E. If necessary to make the conversations smoother and more successful, review Section E.1 and 2.

Finder List

This finder list has all the new words and expressions used in this unit. These, as well as those of the previous two units, are words and expressions which by this time you should know quite well.

86 [3-F]

a (af) of
 ʔmariká:ʔnsgə (amerikanske) American
 can
 ʔrbajʔdər/ʔrbajʔðər (arbejder) work,
 works
 bəsdélʔər (bestiller) do, does
 bo:ʔr (bor) live, lives
 bro:r, bró:ərn (Bror, Broderen)
 brother
 by:ʔ, -ən (By, -en) city, town
 i bý:ʔən (i Byen) in town
 dérəs (Deres) your
 de (det) this
 di (de) they
 ensjənʃ:ʔr, ensjənʃ:ʔərn (Ingeniør,
 -en) engineer
 fɔrédneʔər (Forretninger) business
 i fɔrédneʔər (i Forretninger) on
 business
 génsynʔ (Gensyn) seeing-again

ʔo: génsynʔ (Paa Gensyn) See you
 again
 gə:ʔr, gə:ʔərn (Gaard, Gaarden)
 farm
 gəʔrəjʔər, -ən (Gaardejer, -en) farmer
 han (han) he
 hánʔsən (Hansen) Hansen
 henʔ (hen) to there
 hé:ʔrðwʔər (herover) over here
 hilʔs (hils!) greet!
 hlʔs jémə (Hils hjemme) Give my
 best to your family
 i (i) to
 jemʔ (hjem) home
 jémə (hjemme) at home
 knú:sən (Knudsen) Knudsen
 kəm (kom!) come!
 lánmànʔ, -ən (Landmand, -en)
 farmer
 lánmènʔ (Landmænd) farmers

lé:ʔə, -n (Læge, -n) doctor
 lí:ə véð/lí:ə vé (lige ved) near
 mí:nə (mine) my
 mɔrən, -ən (Morgen, -en) morning
 i mɔrən (i Morgen) tomorrow
 mø:ðə (møde) meet
 nels (Niels) Niels
 pé:ʔdər (Peter) Peter
 ʔo: (paa) at
 rý:ʔər (ryger) smoke, smokes
 sǎ:ʃf:ər, -əw (Sagfører, -en) lawyer
 sǎlʔ/ sǎ (skal) shall
 sigǎré, sigǎédən (Cigaret, Cigaret-
 ten) cigarette
 sɔm (som) who
 ʔmɔrməsɔr/ ʔmɔrməsɔr, -ən
 (Tømrmester, -en) carpenter
 ven, vénʔən (Ven, Vennen) friend
 vénər (Venner) friends
 ɔ: (Aah) oh

UNIT 4

FAMILY AND FRIENDS

SECTION A—BASIC SENTENCES

To the Group Leader: From this point on you will need special instructions only when new sections or procedures are introduced in the learning units. With other sections, simply follow the procedure which have been recommended in the first three units and the instructions provided for the group at the beginning of the sections.

Go through the *Basic Sentences* in unison. Then work on the *Hints on Pronunciation* and after that go through the *Basic Sentences* at least twice more individually.

1. Basic Sentences

Mr. Butler arrives at Mr. Knudsen's home for dinner.

Record 7A, beginning.

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
Mr. Knudsen		
good	go: ²	god
evening	áfðən	Aften
Good evening, Mr. Butler.	go: áfðən ɛnsjɔ: ¹ bɔ: ¹ dlər.	God Aften, Ingeniør Butler.

¹ Rapid pronunciation of *ensjønjo:²r*, 'engineer'.

Mr. Butler

Good evening.

because

come

And thanks for the invitation.
(‘thanks because I may come’)

Mr. Knudsen

wife

This is Mr. Butler—(and) my wife.

Mrs. Knudsen

How do you do, Mr. Butler.

was (or were)

pleasant

could

It’s nice that you could come.

doctor

This is Dr. Larsen.

son

Eric

daughter

Kirsten

And this is my son Eric and my
daughter Kirsten.

Mr. Butler

How do you do.

go: áfðan;

fordi:?

kíma

o túg forði:? je mæ: kíma;

kó:nə

dé e ðensjór bóðlør, o mi:n kó:nə.

godá:? ðensjór bóðlør.

vər

hyggelit

kúna

dé vər hyggelit dē ku kíma;

dýgdər

dé e dýgdər lýrsən;

sən

é:rik

dýgdər

kírstdən

o dé e mi:n sən é:rik o mi:n dýgdər
kírstdən.

godá:?

God Aften.

fordi

komme

Og Tak fordi jeg maa komme.

Kone

Det er Ingeniør Butler, og min Kone.

Goddag, Ingeniør Butler.

var

hyggeligt

kunde

Det var hyggeligt, De kunde komme.

Doktor

Det er Doktor Larsen.

Søn

Erik

Datter

Kirsten

Og det er min Søn Erik og min Datter
Kirsten.

Goddag.

[4-A] 89

Mrs. Knudsen

hope(s)
like
open sandwiches

I hope you like open sandwiches.

h5:bər
ka l4:ðə
smærabrø:ʔð¹

1. je h5:bər di ka l4:ʔð smærabrø:ʔð.

2. je h5:bər di ka l4:ʔ smærabrø:ʔð.

haaber
kan lide
Smørrebrød

Jeg haaber, De kan lide Smørrebrød.

Mr. Butler

Yes, I do.

já dē ká je gót.

Ja, det kan jeg godt.

Mrs. Knudsen

the food
on
the table
eat

The food's on the table,
so we can go right in and eat.

má:ʔðən
pɔ:
bó:ʔərð
sb4:sə

má:ʔðən ɛr pɔ: bó:ʔərð;

sɔ vi ka gɔ: l4:ə én ɔ sb4:sə.

Maden
paa
Bordet
spise

Maden er paa Bordet,

saa vi kan gaa lige ind at spise.

At the table

Mrs. Knudsen

something

Don't you want something to
drink, Mr. Butler, beer or tea?

n5:əð
ve di égə ha n5:əð ɔ drégo² ènsjör
bódlər, øl èlør té:ʔ;

noget
Vil De ikke have noget at drikke,
Ingeniør Butler, Øl eller Te?

¹ This word really means "buttered bread". Sandwiches of this type made of one slice of buttered bread with some sort of spread on it are eaten a great deal in Denmark.

² This new word is given by itself on the next page.

<i>Mr. Butler</i>		
I'd like a glass of beer, please.	<i>ták, jé ve gérnə há:ʔ ed glas øl.</i>	Tak, jeg vil gerne have et Glas Øl.
I like Danish beer.	<i>jə ka gʊd lɪ:ʔ dənʔsg øl.</i>	Jeg kan godt lide dansk Øl.
<i>Mrs. Knudsen</i>		
And what will you have, Dr. Larsen?	<i>ɔ vɑ ve dɪ há:ʔ dɔgdər lɑrsənʔ</i>	Og hvad vil De have, Dr. Larsen?
<i>Dr. Larsen</i>		
I'd like a cup of tea, please.	<i>ták, jé ve gérnə há:ʔ en kɔb té:ʔ.</i>	Tak, jeg vil gerne have en Kop Te.
Record 7B, beginning.		
<i>Mr. Knudsen</i>	<i>As they are almost through eating.</i>	
had or got	<i>fek</i>	<i>fik</i>
enough	<i>nɔk</i>	<i>nok</i>
"velbekomme"	<i>velbəkɔmʔə</i>	<i>velbekomme</i>
I hope you had enough to eat.	<i>jə hɔ:bər dɪ feg nɔg ɔ sɔt:sə,</i> <i>velbəkɔmʔə.¹</i>	<i>Jeg haaber, De fik nok at spise.</i> <i>Velbekomme.</i>
<i>Mr. Butler (and the others)</i>		
for	<i>fɔr</i>	<i>for</i>
food	<i>máð</i>	<i>Mad</i>
Thanks for [the] food.	<i>tág fɔr máð;¹</i>	<i>Tak for Mad.</i>

¹ In many Danish families it is the custom, at the end of a meal, for the head of the family to say *velbəkɔmʔə*. There is no good English equivalent for this; it originally meant something like "May it (the food) suit you or agree with you", but now is used as a polite phrase with no definite meaning. The rest of the family and any guests reply to this by saying *tág fɔr máð*, 'thank you for the food'.

They go into the other room.

Mrs. Knudsen
drink(s)
Do you drink coffee?

drégør
drègør dî káfå;

drikker
Drikker De Kaffe?

Mr. Butler
Yes, please.

já mǎŋa ták;

Ja, mange Tak.

Mrs. Knudsen
with
sugar
cream
With sugar and cream?

mēð
sógør
flø:ða
mē sógør o flø:ða;

med
Sukker
Fløde
Med Sukker og Fløde?

Mr. Butler
Yes, please.

já ták;

Ja Tak.

Dr. Larsen
be
How long are you going to be
here, Mr. Butler?

vé:ør
vør léŋa sga dî vé:ør hé:ør ðnsjór
bóðlør?

være
Hvor længe skal De være her, Ingeniør
Butler?

Mr. Butler
know
I don't know.
maybe or probably
a couple
months
Probably a couple of months.

ve:ʔð
dé vé:ʔ je éŋa.
mǎ:sgé:ʔ
ed þór
mǎ:nðør
mǎ:sgé:ʔ ed þór mǎ:nðør;

ved
Det ved jeg ikke.
maaske
et Par
Maaneder
Maaske et Par Maaneder.

<i>Dr. Larsen</i> I have a friend who lives in America.	<i>jé hã:ʔr en vén, sɔm bó:ʔr i amé:ʔrika.</i>	Jeg har en Ven, som bor i Amerika.
<i>Mr. Butler</i> Where does he live?	<i>vó:ʔr bó:ʔr hán?</i>	Hvor bor han?
<i>Dr. Larsen</i> He lives in Chicago.	<i>hán bó:ʔr i sjiká:go.</i>	Han bor i Chicago.
<i>Mr. Knudsen</i> Isn't that where Tom Smith lives?	<i>er da éga dé:ʔr, tɔmʔ sméd bó:ʔr;</i>	Er det ikke der, Tom Smith bor?
<i>Mr. Butler</i> yes Yes, it is.	<i>jo: jó:, dé érʔəð¹.</i>	<i>jo Jo, det er det.</i>
<i>Dr. Larsen</i> who Who's Tom Smith?	<i>vem? vemʔ e tɔmʔ smél?</i>	<i>hvem Hvem er Tom Smith?</i>
him know ('be acquainted with') I don't know him.	<i>hɔm kénər: hɔm kénər je éga.</i>	<i>ham ham kender Ham kender jeg ikke.</i>
<i>Mr. Knudsen</i> No, he's a friend of Mr. Butler.	<i>né: hán er en vén a énsjər bódlər.</i>	Næh, han er en Ven af Ingeniør Butler.

¹ -ʔəð is another pronunciation of *de*, 'it, that'.

met
yesterday
I met him yesterday.
kind
Excuse me, but will you please
tell me what time it is?

Dr. Larsen
It's ten o'clock.

Mr. Butler.
Is it?
Then I have to go home.

Record 8A, beginning.

Dr. Larsen
Do you live here in town?

Mr. Butler
Yes, I live near the station.

Mrs. Knudsen
have to
early
Do you have to leave so early?

traf
i g5:ʔr
je traf ham i g5:ʔr.
venli
ónsgjʔ, men ve dt vé:ʔr so venli ɔ
st:ə me va klógən ér.

den ɛ tt:ʔ;

er dən dé;
sʃ mɔ: jé gɔ: jémʔ.

bó:ʔr dt hé:ʔr i bʃ:ʔən;

ja jé bó:ʔr tt:ə ve sdasjó:ʔnən;

sgalʔ
ttðlit
1. *sga di g5:ʔ sʃ ttðlit;*
2. *sga di g5:ʔ sʃ ttðli;*

traf
i Gaar
Jeg traf ham i Gaar.
venlig
Undskyld, men vil De være saa venlig
at sige mig, hvad Klokken er?

Den er ti.

Er den det?
Saa maa jeg hjem.

Bor De her i Byen?

Ja, jeg bor lige ved Stationen.

skal
tidligt
Skal De gaa saa tidligt?

<i>Mr. Butler</i> Yes, but it's been a very pleasant evening.	<i>Já, men de har været en meget hyggelig aften.</i>	Ja, men det har været en meget hyggelig Aften.
<i>Mrs. Knudsen</i> the children Where are the children? say! Come and say good-by.	<i>børnene v:er er børnene? si: kom o si: farvel.</i>	Børnene Hvor er Børnene? sig! Kom og sig farvel.
<i>Erik</i> now We're coming!	<i>nu nu kom'er vi;</i>	nu Nu kommer vi
<i>Mr. Butler</i> tonight Good-by—and thanks for tonight.	<i>i aften farvel, o tak for i aften;</i>	i Aften Farvel—og tak for i Aften.
<i>Mr. Knudsen</i> You're welcome. Good-by.	<i>sél? tak; farvel;</i>	Selv Tak. Farvel.

Before you go through the *Basic Sentences* a second time, study the following:

2. Hints on Pronunciation

1. A new sound.

You have now had examples of one more of the Danish long vowels.

PRACTICE 1

Record 8A, after first spiral.

AIDS	WHAT THE SOUND IS LIKE
y:	unlike any English sound. To make it you round your lips as though you were going to say <i>oo</i> and without moving them you say <i>ee</i> .

EXAMPLES:

AIDS	CONVENTIONAL	
by?	By	city
ry:ər	ryger	smoke

2. Danish *i* and *e*.

The Danish *i* and *e* probably sound very much alike to you and you may have trouble telling which is which when you hear them. There is a difference, though, and you should learn to hear it and make it. The *i*, as we told you in Unit 1, is like the *ee* in *feet* pronounced *very* short, while the *e* sounds almost like our *i*-sound in *bit*. Listen for the difference in the following examples.

PRACTICE 2

Record 8A, after second spiral.

i	i	in
vi	vi	we
dī	De	you
mit	mit	my
hilʔs	hils	greet
de	det	it
let	lidt	a little

<i>nɛls</i>	Niels	Niels	
<i>en?</i>	ind	in	
<i>éɡə</i>	ikke	not	
<i>hédʔər</i>	hedder	is called	
<i>dī</i> (De)	<i>mit</i> (mít)	<i>hilʔs</i> (hils)	<i>vī</i> (vi)
<i>de</i> (det)	<i>let</i> (lidt)	<i>nɛls</i> (Niels)	<i>éɡə</i> (ikke)

3. *i*: and *e*:

You may also have a little trouble hearing the difference between Danish *i*: and *e*: The *i*: is very much like

our *ee* in *feet*, only your mouth is more tense as you say it. When you make this *ee*-sound, notice that the tip of your tongue is down behind your lower teeth but that the front part of your tongue is raised up high in the front of your mouth. To say the Danish *e*-sound, you put the tip of your tongue down behind the lower teeth in the same way, but you don't raise the front part of it up quite so high. Say just the *i*-sound in *bit*; stretch it out long and as you say it make your mouth very tense. This sound is pretty close to the Danish *e*: It is a little like our *ay*-sound in words like *may* and *say*, but be sure that you don't move your tongue around while saying it as you do when you pronounce these English words. Listen for the difference between *i*: and *e*: in the following examples.

PRACTICE 3

Record 8A, after third spiral.

ni:ʔ	ni	nine
ti:ʔ	ti	ten
si:ʔ	sige	say, tell
sbi:ʔsər	spiser	eat or eats
mi:ʔn	min	my
te:ʔ	Te	tea
e:ʔn	en	one
be:ʔlt	helt	very

pé:ʔdər	Peter	Peter
tre:ʔ	tre	three
ti:ʔ (ti)	mi:ʔn (min)	sól:ʔsər (spiser)
te:ʔ (Te)	e:ʔn (en)	pé:ʔdər (Peter)

4. The rise and fall of the voice.

An important part of the pronunciation of every language is the way its speakers make their voices rise and fall. So to learn to speak Danish really well you should imitate not only the sounds your Guide says, but also the tone of his voice as he says them. Pay special attention to this in the following practice. Notice that his voice stays level on the first three words which have only one syllable, that it goes up to a higher tone at the end of all the words of more than one syllable except the last one, and that on that last one it goes down at the end.

PRACTICE 4

Record 8A, after fourth spiral.

glas	Glas	glass, glasses
godt	godt	good, well
tak	Tak	thank you
ikke	ikke	not
vénstre	venstre	left

[4-A] 97

sbt:sə	spise	eat
mɔ:sgé:ʔ	maaske	perhaps
ensjənɰ:ʔr	Ingeniør	engineer
sigərə́ðər	Cigaretter	cigarettes
biogrú:ʔfən	Biografen	the movie
gʁɔ́j:ʔər	Gaardejer	farmer
sáʁfj:ər	Sagfører	lawyer
lɔmrərɛ́sðər	Tømrermester	carpenter
smə́rəbrj:ʔð	Smørrebrød	open sandwiches

Now go through the *Basic Sentences* once more individually, with your book open, and once with your book closed.

3. Check Yourself

Are you taking every opportunity to practice your Danish by talking with other members of the group or with Danish-speaking people whom you may meet?

SECTION B—WORD STUDY

1. Word Study (Individual Study)

Work through the following as recommended in the previous units.

1. More about verbs.

In the last unit we talked about the verb forms that end in *r*. You have probably noticed that there are a number of other verb forms that don't end in *r*. Go through the following sentences.

vɔrnɔ:ʔr gʁ:ʔr ɛ́:ʔɔð?

sʃ mɔ: jɛ gʁ:ʔ;

nú kómʔər vɛ́;

98 [4-B]

A.

Hvornaar gaar Toget?

Saa maa jeg gaa.

Nu kommer vi.

When does the train leave?

Then I have to go.

We're coming!

10700

tág fɔrdá:ʔ je mɔ: kómə;

Tak fordi jeg maa komme.

Thanks for the invitation. ('Thanks because I may come'.)

ví hǎ:ʔr en gɔ:ʔr lí:ə ve sjíká:go.

Vi har en Gaard lige ved Chicago.

We have a farm near Chicago.

je ve gérnə hǎ:ʔ nɔ:n sigórédər.

Jeg vil gerne have nogle Cigaretter.

I'd like to have some cigarettes.

Look at the words printed in heavy type in these pairs of sentences. As you see the verb forms in the first of each pair of sentences—*gɔ:ʔr*, *hǎ:ʔr*, and *kóməʔər*—are the present forms ending in *r*, that you already know about. Notice that the forms of the same verb in the second of each pair of sentences don't end in *r*. This *r*-less form we will call the **basic** form of the verb.

Compare the basic forms and the present forms of the following verbs which you have had:

Basic form		Present form		English equivalent
Group A				
<i>árbəjʔdə</i>	arbejde	<i>árbəjʔdər</i>	arbejder	work
<i>bəgəʔnə</i>	begynde	<i>bəgəʔnər</i>	begynder	begin
<i>bətá:ʔlə</i>	betale	<i>bətá:ʔlər</i>	betaler	pay
<i>bəsdélʔə</i>	bestille	<i>bəsdélʔər</i>	bestiller	do
<i>mø:ʔə</i>	møde	<i>mø:ʔər</i>	møder	meet
<i>hǎ:bə</i>	haabe	<i>hǎ:bər</i>	haaber	hope
<i>drégə</i>	drikke	<i>drégər</i>	drikker	drink
<i>kénə</i>	kende	<i>kén:r</i>	kender	know
<i>lá:ʔə/lə</i>	lade	<i>lá:ʔər/lər</i>	lader	let
<i>ónsgylʔə</i>	undskyld	<i>ónsgylʔər</i>	undskylder	excuse
<i>fərsdǎ:ʔ</i>	forstaa	<i>fərsdǎ:ʔr</i>	forstaar	understand

Basic form		Present form		English equivalent
<i>fɔ:ʔ</i>	faa	<i>fɔ:ʔr</i>	faar	get
<i>gɔ:ʔ</i>	gaa	<i>gɔ:ʔr</i>	gaar	go
<i>bo:ʔ</i>	bo	<i>bo:ʔr</i>	bor	live
<i>ha:ʔ/ha</i>	have	<i>hɔ:ʔr/hgr</i>	har	have
<i>Group B</i>				
<i>hɪlsə</i>	hilse	<i>hɪlʔsər</i>	hilser	greet
<i>hédə</i>	hedde	<i>hédʔər</i>	hedder	be called
<i>tálə</i>	tale	<i>tálʔlər</i>	taler	speak
<i>kʰmə</i>	komme	<i>kʰmʔər</i>	kommer	come
<i>rý:ə</i>	ryge	<i>rý:ʔər</i>	ryger	smoke
<i>sbt:sə</i>	spise	<i>sbt:ʔsər</i>	spiser	eat
<i>Group C</i>				
<i>sí:ə</i>	sige	<i>síər</i>	siger	say, tell
<i>vé:ər</i>	være	<i>er</i>	er	be

Notice first that most of the basic forms in the first column end in *ə*, although a few, like *gɔ:ʔ*, *bo:ʔ*, etc. end in a vowel, and one, *vé:ər* ends in *ər*.

Now compare the forms in the first column with those in the second column. As you see the present form of a Danish verb is made by adding an *r*-sound to the basic form. In Group A the added *r* is the only difference between the two forms. This is true of a great number of Danish verbs. From now on, therefore, for all verbs that have the present form made in this regular way, we'll give the basic form only in the *Finder Lists* at the end of the units, since you can easily tell what the present form is.

100 [4-B]

Now look at the second and third groups of verbs. In group *B*, the present form has the catch in it, although the basic form doesn't. In group *C*, the present form *stær* has a short vowel while the basic form *st:æ* has a long vowel, and the present form *er* which goes with the basic form *vér:ær* is quite irregular. If the present form of a verb has any irregularities at all, we'll include it, as well as the basic form, in the *Finder Lists*.

2. The Danish verbs *mø:?*, *ve*, *sgal?*, and *kan?*.

As you go through the following sentences, pay special attention to the words in heavy type.

<i>så mø: je gø:?</i> ;	Saa maa jeg gaa.	Then I have to go.
<i>je sga mø:ðæ bæl þo: hotél?að.</i>	Jeg skal møde Bill paa Hotellet.	I'm going to meet Bill at the hotel.
<i>sga di gø: så tliðli;</i>	Skal De gaa saa tidligt?	Do you have to go so early?
<i>vi ve gérnæ batá:?læ.</i>	Vi vil gerne betale.	We'd like to pay.
<i>ve di vé:ær sô vénli o st:æ me va klógan ér.</i>	Vil De være saa venlig at sige mig, hvad Klokken er?	Will you please tell me what time it is?
<i>ka di st:æ majvør dør ér ed hotél?;</i>	Kan De sige mig, hvor der er et Hotel?	Can you tell me where there's a hotel?
<i>je hó:bør di ka lí: smæræbrø:?</i>	Jeg haaber, De kan lide Smørrebrød.	I hope you like open sandwiches.

Notice that the verbs *mø:?*, (*mø:*), *sgal?* (*sga*), *ve* (*ve*) and *kan?* (*ka*) in these sentences don't end in *r*. They are known as **auxiliaries** and are generally used, as in the above sentences, along with the basic form of another verb—*mø: gø:?*, *sga mø:ðæ*, *ka st:æ*, etc. Combinations of verb forms like these (and others you'll learn about later) we'll refer to as **verb phrases**. The verb phrases mentioned here, as you can see, are very close to English verb phrases such as "must go", "can tell", etc.

3. How to use the basic form and the present form.

Look at the following groups of sentences to see when you use the basic form and when you use the present form of a verb.

[4-B] 101

je fersdó:ʔr dæm éga;
 vørnó:ʔr gó:ʔr ís:ʔgæð?
 mi:n mó:r ær dán?sk.
 dí tà:lær hé:ʔld gðd dán?sk;

Jeg forstaar Dem ikke.
 Hvornaar gaar Toget?
 Min Mor er dansk.
 De taler helt godt Dansk.

I don't understand you.
 When does the train leave?
 My mother is Danish.
 You speak Danish very well.

vør léngr sga dí vé:ær hé:ʔr
 ænsjór bódlær?
 vi ve gérnæ betá:ʔle.
 sð mæ: je gó:ʔ;
 la os gæ: én? o fí:ʔ ed glas øl.
 je hð:bær dí feg nóg o sbí:sæ.

Hvor længe skal De være her,
 Ingenjör Butler?
 Vi vil gerne betale.
 Saa maa jeg gaa.
 Lad os gaa ind og faa et Glas Øl.
 Jeg haaber, De fik nok at spise.

How long are you going to be here,
 Mr. Butler?
 We'd like to pay.
 Then I have to go.
 Let's go in and get some beer.
 I hope you had enough to eat.

Notice that the verbs in heavy type in the first group of sentences all have the present form. As you see, a verb has this form when it is used alone as the main important verb in the sentence.

The verbs in heavy type in the second group of sentences all have the basic form. You can see that a verb has this form when it is used in verb phrases with the auxiliaries *vel*, *sgal?*, *mæ:ʔ*, *kan?* as in the first three sentences, with *la*, 'let', as in the fourth sentence, and after *at* (rapid form *o*), 'to', as in the last two sentences.

4. The command form of the verb.

Look at these sentences.

kóm hé:ʔrðv?ær néls.
 kóm o st: færvél.
 hfl?s jémæ;
 102 [4-B]

Kom herover, Niels!
 Kom og sig Farvel.
 Hils hjemme.

Come over here, Niel-!
 Come and say goodbye.
 Greet (those) at home.

Notice the verb forms in heavy type. They are used to tell someone to do something. We will call this form of the verb the **command** form. Compare the command form and the basic form of the following verbs you know:

Basic form		Command form		English equivalent
<i>kóma</i>	komme	<i>kóm</i>	kom!	come!
<i>hílsa</i>	hilse	<i>hílʔs</i>	hils!	greet!
<i>ónsgýlʔa</i>	undskyld	<i>ónsgýlʔ</i>	undskyld!	excuse (me)!
<i>sí:a</i>	sige	<i>si:ʔ</i>	sig!	say!
<i>tá:lə</i>	tale	<i>ta:ʔl</i>	tal!	speak!
<i>gʃ:ʔ</i>	gaa	<i>gʃ:ʔ</i>	gaa!	go!

As you see, if the basic form of the verb ends in *a*, like *kóma*, *hílsa*, etc. you leave off the *a* to make the command form. But if the basic form ends in a vowel, like *gʃ:ʔ*, then the command form and the basic form are the same. Most command forms have the catch in them, but *kóm* is an exception.

5. Special way of saying things.

A.

Look at the verbs *ve:ʔ* and *kénar* in the following sentences:

vər léŋə sga dɛ vé:ʔr hé:ʔr
énstjór búdlərʔ

Hvor længe skal De være her,
Ingeniør Butler?

How long are you going to be here, Mr.
Butler?

dé vɛ:ʔ je éga.

Det ved jeg ikke.

I don't know.

həm kénar je éga.

Ham kender jeg ikke.

I don't know him.

Although the English equivalent of both *ve:ʔ* and *kénar* is "know", the two Danish verbs have different meanings. *kénar* is used when you speak about "knowing" or "being acquainted with" someone or something, while *ve:ʔ* is used when you refer to "knowing facts" or "knowing information". Notice that *ve:ʔ* is another verb whose present form doesn't end in *r*.

B.

Look at the words *dōgdār* and *lē:γə* in these sentences.

dé ε dōgdār lārson.

Det er Doktor Larsen.

This is Dr. Larsen.

*je har é:ʔn bró:r som er sǫγfǫ:ər;
γ é:ʔn som er lē:γə.*

Jeg har een Bror, som er Sagfører,
og een, som er Læge.

I have one brother who's a lawyer and
one who's a doctor.

Both *dōgdār* and *lē:γə*, as you see, correspond to English "doctor" but there are differences in the way you use them. You generally use *dōgdār*, not *lē:γə*, as a title with a person's name, as *dōgdār lārson* in the first sentence. And you generally use *lē:γə*, not *dōgdār*, in other cases, as in the second sentence.

C.

Look at this sentence:

nú kóm?ər vt;

Nu kommer vi!

We're coming!

In Danish there are a number of words that are used frequently not with any meaning of their own, but rather to give a certain feel to the whole sentence. In English we often express the same thing by the tone of voice we use rather than by any special word. Danish *nu* is one of these words. It often corresponds to English "now" and really means "at the present time". But the English equivalent of the sentence given above is not "We're coming now", but "We're coming!" with an exclamation point. Listen to the sentence on the record and notice the tone of voice used by the speaker in saying the English sentence. Watch out for the word *nu* as you go on. Towards the end of the course we'll collect more examples and tell you more about how it's used.

2. Covering English and Danish of Word Study (Individual Study)

Review this *Word Study* by reading aloud all of the Danish expressions. Then cover the English and make sure that you know the meaning of every item. Finally, cover the Danish and see if you can say each Danish expression when you are looking only at the English.

3. Review of Basic Sentences

With Guide or records, review the first half of the *Basic Sentences* for better pronunciation, meaning and examples of points in the *Word Study*.

SECTION C—REVIEW OF BASIC SENTENCES

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences*.

2. Covering the English of Basic Sentences (Individual Study)

Go back to the *Basic Sentences* in Section A, and read them aloud covering up the English. Note any words or phrases you are not sure about, and, when you have finished reading the *Basic Sentences*, uncover the English and look up the meaning of what you did not get. Keep this up until you know all the meanings completely.

3. What Would You Say? (Individual Study)

Here are fifteen sentences. In each sentence the basic form of one or more of the verbs is given in parentheses. Decide whether the basic form given or the present form would be used in that particular sentence and then practise reading the sentence aloud with the proper form of the verb.

- | | |
|--|---|
| 1. <i>je sga (mø:ðə) frøgen lærsen kløgen syv?</i> | 1. Jeg skal (møde) Frøken Larsen Klokken syv. |
| 2. <i>ka di (st:ə) maj vorns:ər t5:γəð (g5:?)</i> | 2. Kan De (sige) mig, hvornaar Toget (gaa)? |
| 3. <i>jé (lá:lə) égo so g5d éγ?əlsk.</i> | 3. Jeg (tale) ikke saa godt Engelsk. |

[4-C] 105

- | | |
|---|---|
| 4. <i>je ve máðð gérna (há:?) ed glas øl.</i> | 4. Jeg vil meget gerne (have) et Glas Øl. |
| 5. <i>lág forðt:~ vt ma: (kóma);</i> | 5. Tak, fordi vi maa (komme). |
| 6. <i>jé (ha:?) vénar sam bó:~r i amé:~rika.</i> | 6. Jeg (have) Venner, som bor i Amerika. |
| 7. <i>hán (kéná) éga ðensjónjör hán?son.</i> | 7. Han (kende) ikke Ingeniør Hansen. |
| 8. <i>sga di (gá:?) sá tilði;</i> | 8. Skal De (gaa) saa tidligt? |
| 9. <i>ljé:narl ma: vi (fá:?) rájney~an;</i> | 9. Tjener, maa vi (faa) Regningen? |
| 10. <i>ðérás bró:r ka éga (kóma) i áfdan.</i> | 10. Deres Bror kan ikke (komme) i Aften. |
| 11. <i>vá (bæsdél?á) ðérás fá:r?</i> | 11. Hvad (bestille) Deres Far? |
| 12. <i>bær~nana ve gérna (sbk:sá) nú.</i> | 12. Børnene vil gerne (spise) nu. |
| 13. <i>la as (fá:?) led káfa;</i> | 13. Lad os (faa) lidt Kaffe. |
| 14. <i>ðensjónjör bódlar sga (vé:ar) i dánmarg i fém? mál:nðar.</i> | 14. Ingeniør Butler skal (være) i Danmark i fem Maaneder. |
| 15. <i>feg di nóg ~ (dréga);</i> | 15. Fik De nok at (drikke)? |

SECTION D—LISTENING IN

1. What Did You Say?

The Group Leader will call on you to take turns reading the sentences using the form of the verb which you think is correct. The other members of the group will criticize your choice if they disagree with it.

106 [4-D]

2. Word Study Check-Up

Give the correct Danish for each English expression in the *Word Study*, without having to read it from the book. If you cannot do this easily, it means you need to put in more work on the *Word Study*. The Group Leader will give the English and call on different members of the group for the Danish.

3. Listening In

With your book closed, listen to the following conversations as read by the Guide or phonograph record. Repeat the Danish immediately after hearing it. After the first repetition of each conversation, check up on the meaning of anything you do not understand, by asking someone else or by going back to the *Basic Sentences* if no one knows.

Go through the conversations again with books open, following the same plan as before, imitating carefully and keeping in mind the meaning of everything you say. Finally, take parts and carry on the conversation.

1. The American, Tom Smith, meets his Danish friend Niels Hansen, the carpenter, on the street.

Record 8A, after fifth spiral.

hán?sən
godá:? smét.
vórdən hq:ʔr di də?

smet
tág gbt.

hán?sən
vá sga dt bəsdél?ə i áfdən?
ve di mɛ māj jém? ɔ sbt:sə;

Hansen
Goddag Smith.
Hvordan har De det?

Smith
Tak, godt.

Hansen
Hvad skal De bestille i Aften?
Vil De med mig hjem at spise?

[4-D] 107

Record 8B, beginning.

smet

já mǽŋa ták, men je mǽ: tǽli jém?
je sga mǽ: tǽ: tǽ: dǽr þǽ: mid hotel?
klǽgan hǽi? tǽ:?

hán?son

vi sga a smǽrǽbrǽ: tǽ: ǽ l.
je hǽ: bǽr di ka tǽ: dǽ;

smet

jǽ: tǽg dǽ kǽn? je.

2. At Hansen's house.

Record 8B, after first spiral.

hán?son

go: áfdǽn;

fru hán?son

þ: go: áfdǽn;

hán?son

dǽ e gǽrǽjǽr smǽt, ǽ mi:n kǽ:nǽ.

smet

godá:?, ǽ tǽg fǽrdi: je mǽ: kǽmǽ;

Smith

Ja, mange Tak, men jeg maa tidligt hjem.
Jeg skal møde Peter paa mit Hotel Klokken
halv ti.

Hansen

Vi skal have Smǽrǽbrǽd og Øl.
Jeg haaber, De kan lide det.

Smith

Jo Tak, det kan jeg.

Hansen

God Aften!

Fru Hansen

Aah, god Aften!

Hansen

Det er Gaardejer Smith—og min Kone.

Smith

Goddag, og Tak fordi jeg maa komme.

fru hán?sən
já sél? lág gðrðjər smét.

hán?sən
vð:ʔr ər bæʔnənə?

fru hán?sən
ði kəm?ər nú;

hán?sən
ɔ dðgdər lərsən;

fru hán?sən
hán kun ég kəmə.
hán sga árbaj?ðə i áfdən.

hán?sən
kénər di hám smét.

smet
nē: hám kénər je ego, men je traf
frø:ʔgən lərsən i gð:ʔr.

fru hán?sən (to the children)
kəm én? ɔ st: godá:ʔ;
dē ɛ mi:n dðdər ɔ mi:n sən.
sð ka vi gɔ: lð:ə én? ɔ fɔ: nð:əð a sðt:sə.
má:ʔðən ər pɔ: bð:ʔərð.

Fru Hansen
Ja, selv Tak, Gaardejer Smith.

Hansen
Hvor er Børnene?

Fru Hansen
De kommer nu.

Hansen
Og Doktor Larsen?

Fru Hansen
Han kunde ikke komme.
Han skal arbejde i Aften.

Hansen
Kender De ham, Smith?

Smith
Næh, ham kender jeg ikke, men jeg traf
Frøken Larsen i Gaar.

Fru Hansen
Kom ind og sig Goddag.
Det er min Datter og min Søn.
Saa kan vi gaa lige ind at faa noget at spise.
Maden er paa Bordet.

3. After the meal is over.

Record 8B, after second spiral.

hán?sən
je h̥s:bər di feg n̥sɔ s̥b̥t:sə;
smet
já m̥aŋə lák.
hán?sən
s̥s̥ st̥ər je vélbək̥ðm̥ə;
smet (and the others)
lág for m̥äð;
hán?sən
s̥s̥ la ɔs f̥s̥:ʔ led káfə.
dr̥əgər d̥t̥ káfə sm̥et.
smet
já lák;
fru hán?sən
m̥e s̥ógər ɔ fl̥ð:ðə;
smet
m̥e fl̥ð:ðə lák.
fru hán?sən
v̥ər l̥əŋə h̥ər d̥t̥ v̥è:ərð̥ i d̥ánmark?

Hansen
Jeg haaber, De fik nok at spise.
Smith
Ja, mange Tak.
Hansen
Saa siger jeg Velbekomme!
Smith
Tak for Mad!
Hansen
Saa lad os faa lidt Kaffe.
Drikker De Kaffe, Smith?
Smith
Ja Tak.
Fru Hansen
Med Sukker og Fløde?
Smith
Med Fløde, Tak.
Fru Hansen
Hvor længe har De været i Danmark?

smel

jé har vè:ərð li:ʔ dð:ə hé:ʔr i bɣ:ʔən.

fru hánʔsən

ə vər léŋə sɡə di vé:ər hər?

smei

dé vé:ʔ je éɡə.

mɔ:sgé:ʔ ed pər mɔ:nðər;

ónsgylʔ, men hɔ:ʔr di en sigorét;

fru hánʔsən

já li:ə hé:ʔr, vérs gó:ʔ.

ka di li:ʔ dąnsɡə sigorédər;

vi ka éɡə fɔ:ʔ ɔ̀məríkə:ʔnsgə.

smel

já ták; rɣ:ʔər di éɡə;

fru hánʔsən

jó: ták, men éɡə li:ə nú.

4. They continue to talk until Smith has to leave.

Record 8B, after third spiral.

hánʔsən

vórdən hɔ:ʔr dères vén bəl də?

Smith

Jeg har været ti Dage her i Byen.

Fru Hansen

Og hvor længe skal De være her?

Smith

Det ved jeg ikke.

Maaske et Par Maaneder.

Undskyld, men har De en Cigaret?

Fru Hansen

Ja, lige her! Værsaagod.

Kan De lide danske Cigaretter?

Vi kan ikke faa amerikanske.

Smith

Ja Tak. Ryger De ikke?

Fru Hansen

Jo Tak, men ikke lige nu.

Hansen

Hvordan har Deres Ven Bill det?

[4-D] 111

smet
tág hán hǫ:ʔr ða gǫt.

fru hánʔsøn
vémtʔ ær bēlʔ

hánʔsøn
ðé e tǫmʔs ðmæriká:ʔnsgæ vén sǫm je
trǫf i gǫ:ʔr.
hán e ensjǫnjǫ:ʔr;

fru hánʔsøn
vá bǫsdélʔær hán hē:ʔrʔ

smet
hán er hē:ʔr i fǫrédneʔær.
ðnsgjǫlʔ, mæn vel ði vé:ær sǫ vénli ɔ
st:ə me va klǫgæn ér.

fru hánʔsøn
ðén e nt:ʔ;

smet
er ðen sǫ mǫʔʔæ;
sǫ mǫ: je jémʔ nú;
ðé hǫr vé:ærð en hýgæli áfðæn.

Smith
Tak, han har det godt.

Fru Hansen
Hvem er Bill?

Hansen
Det er Toms amerikanske Ven, som jeg
traf i Gaar.
Han er Ingeniør.

Fru Hansen
Hvad bestiller han her?

Smith
Han er her i Forretninger.
Undskyld, men vil De være saa venlig at
sige mig, hvad Klokken er.

Fru Hansen
Den er ni.

Smith
Er den saa mange?
Saa maa jeg hjem nu.
Det har været en hyggelig Aften.

fru hán'søn
sga di g3:7 s3 t3ðli.

smet
já dé m3:7 je.
m3n3 t3g for i áfðen.

hán'søn
s3l t3g, forv3l.

Fru Hansen
Skal De gaa saa tidligt?

Smith
Ja, det maa jeg.
Mange Tak for i Aften.

Hansen
Selv Tak, — Farvel.

SECTION E—CONVERSATION

1. Covering the Danish of Basic Sentences

(Individual Study)

Cover the Danish of the *Basic Sentences* and practice saying the Danish equivalents of the English expressions.

2. Vocabulary Check-Up

As in previous units, the Group Leader will call on various members of the group to give the Danish expressions which correspond to the English in the *Basic Sentences*.

3. Conversation

Work through the following outlined conversations, taking parts. Act them out in front of the group; keep this up until you can do them easily and smoothly. When the outlined conversations go well, then change the situations somewhat. You now have more material which you can work into additional conversations. Invent topics as you did for the previous units.

1. A is at work in Copenhagen and is talking on the telephone to his friend B. A asks B how he is. B says he's fine and asks A how he is. A tells B he's well and asks him if he'd like to go home with him for

[4-E] 113

dinner. B says he would, but he'll have to leave early because he has to meet C at nine o'clock. A asks who C is. B tells him that C is a friend of his from America. A asks what he's doing in Copenhagen. B says he's an engineer and is there on business. He'll probably be there for ten days. A tells B that he'll meet him on the corner at six o'clock. B agrees and they say goodbye.

2. A and B arrive at A's home. A introduces his wife. B says he's glad he could come (thanks for the invitation). A tells Mrs. A that B is an American. Mrs. A says "how interesting" and asks B how long he's been in Denmark. He tells her that he's been there for four months. A asks where the children are. Mrs. A calls them to come and say hello. They come and A introduces his son and daughter to B. Mrs. A says that dinner is ready so they can go right in and eat. She tells B that she hopes he likes open sandwiches and beer.

3. After they have finished eating A tells B that he hopes he had enough to eat, and then says *vélþakðm?*. B and the family say "Thank you for the food". As they go into the living room, A says "Let's have some coffee", and asks B if he likes coffee. B says yes. Mrs. A asks B if he wants cream and sugar and he tells her he'd like sugar, please. As they drink the coffee, Mrs. A says that she has a brother who lives in America. B asks where he lives. Mrs. A tells him that he lives in Washington. B says he lives in Washington, and asks what the brother's name is. Mrs. A tells him and asks B if he knows him. B says no, and asks Mrs. A if she has been to America. She says she hasn't but she'd like to. She asks him how long he's going to be in Denmark and he says probably six months. B asks A if he'll please tell him what time it is. A says it is eight o'clock and B says he must go. He explains to Mrs. A that he has to meet a friend at nine o'clock. He says it's been a pleasant evening, thanks them and says good-by.

SECTION F—CONVERSATION (Cont.)

1. Conversation (Cont.)

Continue the conversation started in Section E, with a review of Parts 1 and 2 of the section if necessary.

Finder List

From now on, if either the pronunciation or the spelling of the present form of a verb is irregular, it will be included in the *Finder List*. Otherwise, just the basic form of a verb will be given. For example, for the verb *drégə*, 'drink', the present form is not given in the *Aids to Listening* because it is *drégər*—made by just adding an *r*. But for the verb *kíma* 'come', the present form *kímaʔər* is given because it has the catch added. The regular spelling of the present forms of these verbs is not included because it is just like that of the basic form except for the added *r*: *drikker, kommer*.

<i>áfðan</i> , -ən (Aften, -en) evening	<i>ham</i> (ham) him	<i>líðə</i> (lide)
go: <i>áfðan</i> (God Aften) Good evening	<i>hýggəlít</i> (hyggeligt) pleasant, enjoyable	ka <i>líðə</i> /ka <i>lí:ʔð</i> /ka <i>lí:ʔ</i> (kan lide) like
i <i>áfðan</i> (i Aften) tonight	<i>hí:bə</i> (haabe) hope	<i>mað</i> , <i>má:ʔðən</i> (Mad, -en) food
<i>bó:ʔr</i> , <i>bó:ʔərð</i> (Bord, -et) table	i <i>áfðan</i> (i Aften) tonight	<i>tág fər máð</i> (Tak for Mad) Thanks for the food. <i>Said at the end of a meal to the head of the family.</i>
<i>bærʔnənə</i> (Børnene) the children	i <i>gí:ʔr</i> (i Gaar) yesterday	<i>méð</i> /mɛ (med) with
<i>dáðər</i> , -ən (Datter, -en) daughter	<i>jó:</i> (jo) yes	<i>mí:nðər</i> (Maaneder) months
<i>drégə</i> (drikke) drink	<i>kénə</i> (kende) know, be acquainted with	<i>mó:sgé:ʔ</i> (maaske) maybe, probably
<i>dógðər</i> , -ən (Doktor, -en) doctor	<i>kírsðən</i> (Kirsten) Kirsten	<i>ní:əð</i> (noget) something
<i>é:rik</i> (Erik) Eric	<i>kó:nə</i> , -n (Kone, -n) wife	<i>nək</i> (nok) enough
<i>fek</i> (fik) got, had	<i>kúna/ku</i> (kunde) could	<i>nu</i> (nu) now
<i>flþ:ðə</i> , -n (Fløde, -n) cream	<i>kíma</i> , <i>kímaʔər</i> (komme) come	<i>pər</i> , <i>párʔəð</i> (Par, Parret) couple, few
<i>fər</i> (for) for	<i>lársən</i> (Larsen) Larsen	<i>pə:</i> (paa) on
<i>fərði:ʔ</i> (fordi) because		
<i>go:ʔ</i> (god) good		

sí:ə, sí:ər (sige) say

smæðræbrø:ʔð, -əð (Smørrebrød, -et)
open sandwiches

sógər,- əð (Sukker, -et) sugar

sbt:sə, sbt:ʔsər (spise) eat

sgalʔ/sga (skal) have to

sæn, sænʔæn (Søn, Sønnen) son

tiðli/ tiðli (tidligt) early

traf (traf) met, became acquainted
with

vər (var) was, were

ve:ʔ/ve:ʔð (ved) know

vé:ər (være) be

velbækðmʔə (Velbekomme) said by the
head of the family at the end of a
meal.

vemʔ (hvem) who

venli (venlig) kind

ve di vé:ər sɔ venli ɔ . . . (Vil De
være saa venlig at . . .) Will you
please . . .

UNIT 5

SEEING THE SIGHTS

SECTION A—BASIC SENTENCES

Go once through the *Basic Sentences* in unison, then do the *Hints on Pronunciation*, and then go twice more through the *Basic Sentences* individually.

1. Basic Sentences

Peter and Tom are talking about plans for Tom's sightseeing trip around Copenhagen the next day.

Record 9A, beginning.

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
<i>Tom</i> around see Tomorrow we're going around to see Copenhagen.	ronʔt se:ʔ i mʔrən sga vi rónʔt ɔ sɛ:ʔ købənɦəʔn.	rundt se I Morgen skal vi rundt at se København.
<i>Peter</i> Are you? Who with?	sga di dé; mé vémʔʔ	Skal De det? Med hvem?

[5-A] 117

<i>Tom</i>		
With Bill and Miss Larsen.	<i>me bél ɔ frøŋən lår̥sən.</i>	Med Bill og Frøken Larsen.
<i>Peter</i>		
Doesn't Bill have to work tomorrow?	<i>sga bél éga ŋrbajʔðə i mórən;</i>	Skal Bill ikke arbejde i Morgen?
<i>Tom</i>		
whole	<i>hé:lə</i>	hele
the day	<i>dá:ʔɣən</i>	Dagen
No, not all day.	<i>né: éga hé:lə dá:ʔən;</i>	Nej, ikke hele Dagen.
He's coming home to the hotel at half past one.	<i>hán kəmər jəmʔ pɔ: hotélʔəð klðŋən hálʔ tó:ʔ.</i>	Han kommer hjem paa Hotellet Klokken halv to.
And then we're going to meet Miss Larsen at two o'clock.	<i>ɔ sɔ sga vi mɔ:ðə frøŋən lår̥sən klðŋən tó:ʔ.</i>	Og saa skal vi møde Frøken Larsen Klokken to.
<i>Peter</i>		
her	<i>hénə</i>	hende
Where are you going to meet her?	<i>vɔ:ʔr sga di mɔ:ðə hénəʔ</i>	Hvor skal De møde hende?
<i>Tom</i>		
she	<i>hun</i>	hun
the buildings	<i>býŋneŋʔərnə</i>	Bygningerne
Raadhuspladsen ('the Town Hall Square')	<i>rɔðhusplàsən</i>	Raadhuspladsen
She works for a doctor in one of the buildings on Raadhuspladsen.	<i>hun ŋrbajʔðər fər en lé:ɣə i é:ʔn ə býŋneŋʔərnə pɔ: rɔðhusplàsən.</i>	Hun arbejder for en Læge i en af Bygningerne paa Raadhuspladsen.
We're going to meet her there.	<i>vi sga mɔ:ðə hénə dé:ʔr.</i>	Vi skal møde hende der.

Peter

What are you going to see?

time

Christian the Fourth

Are you going to see any of the
buildings from the time of
Christian the Fourth?

vá sga di sé:??

ti:??

kréstjan den fjé:ær

1. *sga di sé:?? nó:l¹ a býgne?ærna frq*
kréstjan den fjé:ærs ti:??;

2. *sga di sé:?? nó:n a býgne?ærna frq*
kréstjan den fjé:ærs ti:??;

Hvad skal De se?

Tid

Christian den Fjerde

Skal De se nogle af Bygningerne fra
Christian den Fjerdes Tid?

Tom

Yes, probably.

já dé sga vi mæ:sgé:??

Ja, det skal vi maaske.

Peter

else

And what else?

él?ærs

o vá él?ærs?

ellers

Og hvad ellers?

Tom

Amalienborg

castle

And then we're going to see
Amalienborg Castle

amá:??ljænbð:??r

slót

só sga vi sé:?? amá:??ljænbð:??r slót;

Amalienborg

Slot

Saa skal vi se Amalienborg Slot.

the king

true

The king lives there, doesn't he?

kýngan

san?l

de e dé:??r kýngan bó:??r, ðga sán?l;

Kongen

sandt

Det er der, Kongen bor, ikke sandt?

¹ This is another pronunciation of the word *no:n*, *nó:næ* which means *some* or *any*.

Peter

Yes, he does.

certainly

You certainly ought to see that.

jó: dé ér dā.

bəsdém?¹

dé ɪnɔ: di bəsdém?¹d sé:ʔ.

Jo, det er det.

bestemt

Det maa De bestemt se.

Record 9B, beginning.

to

the National Museum

And then you ought to go to the
National Museum.

pɔ:

nasjoná:ʔlmusè:əð

ɔ sʃ mɔ: di gɔ: pɔ: nasjoná:ʔlmusè:əð.

paa

Nationalmuseet

Og saa maa De gaa paa National-
museet.

Tom

Yes, I want to see that.

will be

That'll be very interesting.

já dé ve je gérnə séʔ.

blɪ:ʔər

dé blɪər máəð entrəsánʔ.

Ja, det vil jeg gerne se.

bliver

Det bliver meget interessant.

Peter

about

Langelinie

the

little

mermaid

And what about Langelinie and
the little mermaid¹?

mɛ

lənɛlɪ:njə

dɛnʔ

lɪlə

həvfrù:ə

ɔ vɑ mɛ lənɛlɪ:njə ɔ dɛn lɪlə həvfrù:əʔ

med

Langelinie

den

lille

Havfrue

Og hvad med Langelinie og den lille
Havfrue?

¹ A bronze statue of a mermaid on a rock in the water. It is taken from Hans Christian Andersen's story, *The Little Mermaid*, and is a favorite sight of tourists.

Tom
too
Yes, we're going there too.

ja þá
de:ʔr sga vi þá.

ogsaa
Ja, der skal vi ogsaa.

Tivoli
dinner
And then we're going to Tivoli
and have a good dinner.

tivoli
méda
o sá sga vi i tivoli o þá:ʔ os
en gó:ʔ méda.

Tivoli
Middag
Og saa skal vi i Tivoli at faa os
en god Middag.

Peter
that
It's good that Miss Larsen's
going with you.

at
de ε góð frøgen larsen gar mé dām¹.

at
Det er godt, Frøken Larsen gaar med
Dem.

Tom
show
the
Yes, she can show us everything.

ví:sə
de
ja hún kan ví:sə os de hé:lə;

vise
det
Ja, hun kan vise os det hele.

Peter
Dyrehaven
Aren't you going to Dyrehaven?

dý:ərha:vən
sga dí éga i dý:ərha:vən;

Dyrehaven
Skal De ikke i Dyrehaven?

Tom
What's that?

vá ε déʔ

Hvad er det?

¹ The word *at*, 'that' is not used in this sentence on the record. Danish works just like English in this respect—you can either put it in or leave it out.

Peter

park or woods
outside

That's a park outside Copenhagen. *dé en sgʷʷ? ú:ðanfʷr kʰbɒnhʷʷn.*

Tom

you
to there
by
bus

Do you go there by bus?

*sgʷʷ?
ú:ðanfʷr*

*man
dɛ:ʔrɪðl
mɛ
bus*

kɔmər man dɛ:ʔrɪð mɛ bú:s;

Skov
udenfor

Det er en Skov uden for København.

man
dertil
med
Bus

Kommer man dertil med Bus?

Peter

streetcar

No, there's [a] streetcar and [a] train.

best
take
the S-train¹

It'll be best to take the S-train.

The streetcar's so much slower.

*sbórvʷʷn
nɛ:, dɛr ər sbórvʷʷn ɔ tʃ:ʔɣ.*

*bɛsɔ
tɔ:ʔ
ɛstɔ:ʔɣəð
dɛ blɪər dɛ bɛsɔ ɔ tɔ: ɛstɔ:ʔɣəð.*

sbórvʷʷnən ər sɔ mɔəð lɔŋsɔmʔərə.

Sporvogn

Næh, der er Sporvogn og Tog.

bedste
tage
S-Toget

Det bliver det bedste at tage S-Toget.

Sporvognen er saa meget langsommere.

Record 10A, beginning.

takes
twenty
minutes

*tɔ:ʔr
tʃ:ʔə
mɪnútər*

tager
tyve
Minutter

¹ Local trains which operate in Copenhagen and its suburbs.

It takes twenty minutes by the S-train.	<i>de tɕ:ʔr tɕ.və minúðər mɛ ɛstɔ:ʔɾəð.</i>	Det tager tyve Minutter med S-Toget.
Tom for We won't have time for that tomorrow.	<i>lɛl dɛ ʃər vi ɛgə tɬ:ʔð lɛ i mɔʁən;</i>	til Det faar vi ikke Tid til i Morgen.
other We'll have to go there some other day.	<i>ánən dɛ:ʔr mɔ: vi hén en ánən dá:ʔ.</i>	anden Der maa vi hen en anden Dag.
look at churches We'd like to look at some churches, too,	<i>sé:ʔ pɔ: kɪrgər vi vɔ ʃsə gérnə se: pɔ: kɪrgər;</i>	se paa Kirker Vi vil ogsaa gerne se paa Kirker,
but we can't see the whole town in a day.	<i>mɛn vi kə ɛgə sé:ʔ hɛ:lə bɿ:ʔən pɔ: ɛ:ʔn dá:ʔ.</i>	men vi kan ikke se hele Byen paa een Dag.

Before you go through the *Basic Sentences* a second time, study the following:

2. Hints on Pronunciation

1. u:

In this unit you have examples of another of the Danish long vowels.

[5-A] 123

PRACTICE 1

Record 10A, after first spiral.

AIDS	WHAT THE SOUND IS LIKE	AIDS	EXAMPLES: CONVENTIONAL	
u:	about like the oo in <i>boo</i> or <i>shoot</i> , but your lips are more rounded and your mouth is more tense.	hávfrú:ə ú:ðanfɔr	Havfrue udenfor	mermaid outside

2. ø

The Danish ø-sound is something like the English sound in *then*, *weather*, *breathe*, but it is much weaker and is made a little differently. Say the English *th*-sound in *then*. Notice that when you say it the tip of your tongue sticks out between your teeth and you can feel the air pushing out between your tongue and your upper teeth. Now put the tip of your tongue down in back of your lower teeth and try to say *then* with a very weak *th*-sound. Make it so weak, that you can't feel the air pushing out at all. This weak *th*-sound made with your tongue tip down in back of your lower teeth will be pretty close to the Danish ø. Here are some words with ø in them for you to repeat after the Guide or the records.

PRACTICE 2

Record 10A, after second spiral.

flø:ø	Fløde	cream	mø:nø	Maaneder	months
tid:ø	tidsø	meet	tidligt ¹	tidligt	early
hø:ø	hødder	is called	mad	Mad	food
			ti:ø	Tid	time
			jærnø	Hjørnet	the corner
			nø:ø	noget	something

¹ See Unit 8, *Word Study*, 6, p. 210.

² We told you in Unit 2 that in careful speech you sometimes have *t* in the *the*-form rather than ø. Here is an example.

3. γ

The Danish γ is a weak sound, just as the δ is. Pronounce the English words *go, get, give*. When you make the *g*-sound notice that you raise the back part of your tongue and press it against the top of your mouth, so that for a second the breath coming out of your mouth is cut off entirely. To make the Danish γ you raise the back of your tongue up a little, but it doesn't ever touch the top of your mouth. It is as though you just start to make a *g* but then change your mind and go right on to the next sound. Here are some examples.

PRACTICE 3

Record 10A, after third spiral.

$\text{t}^{\text{h}}\text{:}\gamma$	Tog	train
$\text{sb}^{\text{h}}\text{r}^{\text{h}}\text{v}^{\text{h}}\gamma^{\text{h}}\text{n}$	Sporvogn	streetcar

The two sounds δ and γ don't ever come at the beginning of a word.

¹ $\text{v}^{\text{h}}\text{:}\gamma$ is another pronunciation of $\text{v}^{\text{h}}\text{:}\gamma$, 'where'.

² The verb $\text{bl}^{\text{h}}\text{:}\text{v}^{\text{h}}$ means 'become' or 'stay', but the present form which you had in this unit often corresponds to English 'will be'.

4. v

The Danish *v*-sound when it comes at the beginning of the word is just about like our *v*, but in other positions it is a very weak sound like the δ and γ . When this weak *v* comes between two vowels, some people leave it out entirely when they are talking fast. And when it comes after a vowel, either at the end of a word or before another consonant, many people pronounce a *w*-sound instead of a *v*, especially after a short vowel. Either pronunciation is perfectly all right. You should imitate your Guide or the speaker on the records. Here are some examples:

PRACTICE 4

Record 10A, after fourth spiral.

$\text{v}^{\text{h}}\text{:}\gamma^{\text{h}}\text{r}^{\text{h}}$ ¹	hvor	where
$\text{v}^{\text{h}}\text{a}\delta$	hvad	what
$\text{v}^{\text{h}}\text{f:s}\delta$	vise	show
$\text{bl}^{\text{h}}\text{:}\text{v}^{\text{h}}\text{a}^{\text{h}}$ ²	blive	become, stay
syv^{h}	syv	seven

navn	Navn	name
københavn	København	Copenhagen
havfrue	Havfrue	mermaid

5. *a* and *ar*

The difference between *a* and *ar* at the end of a word is not very great, but you have already seen that it is important. An added *r* at the end makes the present form of a verb; and, as you will learn in the *Word Study* of this unit, an added *r* is one way of making that form of a noun which refers to more than one of a thing. In this pronunciation practice, you will hear some pairs of words—verbs or nouns—in which the added *r* is the only difference between the two forms. Listen carefully for the difference between the *a* and *ar* at the end. Before you listen try making the *a*-sound we have at the end of *sofa*, *china*, *vanilla*. Make it first in the front of your mouth and then in the back part. The sound you make in the front will be pretty close to Danish *a*, the one you make in the back, pretty close to Danish *ar*.

126 [5-A]

PRACTICE 5

Record 10A, after fifth spiral.

kēna	kende	know (basic form)
kēnar	kender	" (present form)
hå:ba	haabe	hope (basic form)
hå:bær	haaber	" (present form)
dréga	drikke	drink (basic form)
drégær	drikker	" (present form)
betå:la	betale	pay (basic form)
betå:lær	betaler	" (present form)
kró:nå	Krone	crown
kró:nær	Kroner	crowns
læ:ga	Læge	doctor
læ:gær	Læger	doctors

6. The period and the question mark.

Say the English sentence: "I live in New York." Notice that your voice slides down from a high to a low tone as you say the word "York". Now ask the question: "Are you going to New York?". Notice that now your voice slides up as you say "York".

A Danish speaker's voice doesn't slide up or down on one word or syllable the way an American's does. Instead it jumps from one tone to another between two words or syllables. Listen for this and try to imitate it as you go through the following practice.

The first five sentences below have a period at the end. The period is used in the *Aids to Listening*, not to tell whether the sentence is a statement or a question, but to indicate that the speaker's voice has jumped down so that it is on a low tone at the end. The examples here are all statements, but a Danish speaker's voice is often low at the end of questions too. You will find examples of this in the *Basic Sentences*.

The last four sentences have a question mark at the end. The question mark is used in the *Aids to*

Listening only after questions beginning with words like *vr:?*, *vrðán*, *vr léga*, etc. It indicates that the question word is always stressed and said on a high tone.

Notice that in question words like *vr léga*, *vr máð*, *vr mæga*, etc. it is *léga*, *máð* and *mæga* that are stressed, not *vr*.

At the end of questions like these the speaker's voice can go down to a low tone, as in the first, second and fourth examples below, or it can stay up rather high, as in the third example.

You should pay special attention to questions of this type since they sound rather different from the corresponding English questions. The question mark at the end is there to remind you to stress the question word and to say it on a high tone.

PRACTICE 6

Record 10A, after sixth spiral.

je bó:ʔr k:ə ve sáasjó:ʔnən.

həm kénər je éga.

de tʃ:ʔr tʃ:və minúðər me éstʃ:ʔgəð.

dé mə: di bəsdémʔd sé:ʔ.

Jeg bor lige ved Stationen.

Ham kender jeg ikke.

Det tager tyve Minutter med
S-Toget.

Det maa De bestemt se.

I live near the station.

I don't know him.

It takes twenty minutes by S-train.

You certainly ought to see that.

[5-A] 127

i móræn sga vi rón?d o sé?
køba::hø::n.

v5:2r ér dær en resdordy?

v5:2r sga di mø:ðo hénæ?

vordán h5:2r dæras f5:r o mó:r dæ?

vør læng h5:r di vé:ørð h5:2r i bý:2æn?

I Morgen skal vi rundt at se
København.

Hvor er der en Restaurant?

Hvor skal De møde hende?

Hvordan har Deres Far og Mor det?

Hvor længe har De været her i Byen?

Tomorrow we're going around to see
Copenhagen.

Where's a restaurant?

Where are you going to meet her?

How are your father and mother?

How long have you been here in town?

Now go twice through the *Basic Sentences* individually, once with book open, and once with book closed.

SECTION B—WORD STUDY

1. Word Study (Individual Study)

1. Danish nouns that refer to more than one of a thing.

As you go through these examples from the *Basic Sentences*, pay special attention to the words in heavy type.

dé e mi:n vën fræ amé:2rika.

hæn er é:2n a mi:næ vënær.

h5:2r di en sigaréd néls;

je ve gérnæ ha nó:n sigarédær.

mi:n f5:r er æmeriká:2nær.

ví ør æmeriká:2næræ.

ed glas øl

ka vi f5:2 t6:2 glas øl o en køb
káfæ.

Det er min Ven fra Amerika.

Han er en af mine Venner.

Har De en Cigaret, Niels?

Jeg vil gerne have nogle Cigaretter.

Min Far er Amerikaner.

Vi er Amerikanere.

et Glas Øl

Kan vi faa to Glas Øl og en Kop
Kaffe?

This is my friend from America.

He's a friend of mine.

Do you have a cigarette, Niels?

I'd like to have some cigarettes.

My father's an American.

We're Americans.

a glass of beer

Could we have two glasses of beer and
one cup of coffee?

Nouns that refer to only one of a thing—like “friend”, “cigarette” and “American” are said to be **singular**. Nouns that refer to more than one of a thing like “friends”, “cigarettes” and “Americans” are called **plural**. As you see, the nouns *ven*, *sigarét* and *ðmariká:²nær* in the above sentences are singular, while *vénar*, *sigarédar* and *ðmariká:²nær* are plural.

Notice that the first two of these plural nouns end in *ar* and that the second one ends in *ð*. Notice, too, that *glas* is both singular and plural—it means both “glass” and “glasses”.

In English if you know the singular form of a noun, you can easily make the plural by adding *s* or *es*: “cigarette”, “cigarettes”, “hotel”, “hotels”, “match”, “matches”, etc. In Danish, however, there are several ways of making the plural forms. Compare the singular and plural forms of the following nouns you know:

Singular			Plural		
<i>ven</i>	Ven	friend	<i>vénar</i>	Venner	friends
<i>hotél²</i>	Hotel	hotel	<i>hotél²ar</i>	Hoteller	hotels
<i>bus</i>	Bus	bus	<i>búsar</i>	Busser	busses
<i>kop</i>	Kop	cup	<i>kóbær</i>	Kopper	cups
<i>sigarét</i>	Cigaret	cigarette	<i>sigarédar</i>	Cigaretter	cigarettes
<i>ténsdek¹</i>	Tændstik	match	<i>ténsdegør</i>	Tændstikker	matches
<i>býgney</i>	Bygning	building	<i>býgney²ar</i>	Byninger	buildings
<i>resdór²</i>	Restaurant	restaurant	<i>resdór²ar</i>	Restauranter	restaurants
<i>kartísfal¹</i>	Kartoffel	potato	<i>kartíflar</i>	Kartofler	potatoes
<i>áfðan</i>	Aften	evening	<i>áfðnar</i>	Aftener	evenings
<i>kró:nar</i>	Krone	crown	<i>kró:nar</i>	Kroner	crowns
<i>læ:²ar</i>	Læge	doctor	<i>læ:²ar</i>	Læger	doctors

¹ *ténsdek*, ‘match’, and *kartísfal*, ‘potato’, which you have previously had only in the plural form, are both en-nouns. The the-form of *ténsdek* is *ténsdegør* (notice that the *k* at the end changes to *g* when the *ør* is added). The the-form of *kartísfal* is *kartíflar* (notice that the *ð* before the *f* is left out when the *ør* is added).

As you see, the plural forms of all these nouns end in *er*. In the first three examples, the *er* is simply added to the singular form of the noun. In the rest of the examples, there are other small changes which you should notice.

1. If the singular form ends in *p*, *t* or *k*—like *køp*, *sigaréit* and *lénsdek*—the *p*, *t* and *k* are changed to *b*, *d* and *g* when the *er* is added.

2. Nouns ending in *η*—like *býgnη* and *resdorðη*—don't have the catch in the singular but *do* have it in the plural.

3. When the singular ends in *əl* or *ən*—like *kgrtífəl* and *áfðən*—the *ə* before the *l* or *n* is left out when the *er* is added.

4. When the singular form ends in *ə*—like *kró:nə* and *lé:γə*—just *r* rather than *er* is added for the plural.

Don't worry too much about all these details. The main thing is to know that one of the ways of making the plural of nouns in Danish is to add *er* to the singular form.

Now compare these singular and plural forms:

Singular			Plural		
<i>ðmariká:ʔnər</i>	Amerikaner	American	<i>ðmariká:ʔnərə</i>	Amerikanere	Americans
<i>gʁðjʔər</i>	Gaardejer	farmer	<i>gʁðjʔərə</i>	Gaardejere	farmers
<i>slət</i>	Slot	castle	<i>slɔdə</i>	Slotte	castles
<i>sbórvðγʔn</i>	Sporvogn	streetcar	<i>sbórvðγnə</i>	Sporvogne	streetcars

As you see, the plural forms of these nouns are made by adding *ə* to the singular. Notice that the *t* of *slət* is changed to *d* in the plural form. The sounds *p*, *t* and *k* at the end of any noun are changed to *b*, *d* and *g* when the *ə* is added. Notice, too, that *sbórvðγʔn* has the catch, but *sbórvðγnə* doesn't. Many nouns which make their plural by adding *ə* have the catch in the singular but not in the plural.

Finally notice that the singular and plural forms of the following nouns are the same:

<i>glas</i>	Glas	glas, glasses
<i>pår</i>	Par	pair, pairs (<i>pår</i> , of course also means "a couple", "a few".)
<i>to:γ</i>	Tog	train, trains
<i>ø:ør</i>	Øre	Øre (one or more)

As you have just seen, the three principal ways of making the plural forms of nouns in Danish are:

1. by adding *ør*
2. by adding *ø*
3. by making no change at all

The difficulty is that you can't tell which way the plural of any Danish noun is made just by looking at that noun. It's easy for a Dane to know what the plural is because he's always heard the right form and so would never think of using any other. But a foreigner has to learn which group each noun belongs to—the group that adds *ør*, the group that adds *ø*, or the group that makes no change. The only statement that can be made to help you is that nouns ending in *ø* in the singular, generally add *r* in the plural.

From now on we'll give you the plural form of each new noun in the *Finder Lists*. The list at the end of this *Word Study* contains the plurals of the nouns you've had so far that aren't mentioned here.

There are a few Danish nouns with plural forms which don't fit exactly into any of these three groups. Here are the ones you've had so far:

A.

<i>gø:γr</i>	Gaard	farm	<i>gø:ør</i>	Gaarde	farms
<i>bo:γr</i>	Bord	table	<i>bø:ør</i>	Borde	tables
<i>ensjønjø:γr</i>	Ingeniør	engineer	<i>ensjønjø:ør</i>	Ingeniører	engineers

[5-B] 131

In the *Hints on Pronunciation* of Unit 3 we told you that when a word has the sounds *a* and *r* after a long vowel, the *a* is generally pronounced before the *r* in everyday speech. This accounts for the plural forms *g5:ar* and *b6:ar* which appear to be somewhat irregular. They really belong to the group *ci* nouns that makes the plural by adding *a* and if pronounced very carefully would be *g5:ra* and *b6:ra*. But because of the characteristic of Danish pronunciation mentioned above, the *a* is actually added before the *r* rather than after it in everyday speech. Notice that the plural doesn't have the catch, as is frequently the case with nouns which add *a*.

The plural form *ensjøn5:2ar* is a little different. It really belongs to the group of nouns that make the plural by adding *ar*. A very careful pronunciation of the plural would be *ensjøn5:2rar*, but in everyday speech the combination of sounds *rar* is generally simplified and pronounced just *ar*, so the usual plural form is *ensjøn5:2ar*. When the word is said rapidly in a sentence even the *a* may not be pronounced, the plural form then being just like the singular. Notice that the catch is kept in the plural, as is generally the case with nouns which add *ar*.

Singular			B.	Plural		
<i>bgr2n</i>	Barn	child	<i>bær2n</i>	Børn	children	
<i>d4dær</i>	Datter	daughter	<i>d4dræ</i>	Døtre	daughters	
<i>f4:r</i>	Far	father	<i>f4ðræ</i>	Fædre	fathers	
<i>mo:r</i>	Mor	mother	<i>m4ðræ</i>	Mødre	mothers	
<i>bro:r</i>	Bror	brother	<i>br4ðræ</i>	Brødre	brothers	
<i>lân5mân?</i>	Landmand	farmer	<i>lân5mèn?</i>	Landmænd	farmers	

Notice that the vowel of the plural of these nouns is different from the vowel of the singular. Plurals like these you'll just have to learn as separate words.

2. The plural the-form.

Observe the following:

v5:2r ar bær2nænæ?

Hvor er Børnene?

Where are the children?

132 [5-B]

*sga di sé:ʔ nó:n a býgneyʔarnə ʃrə
krəstjun den ʃjé:ərs 16.ʔð;*

Skal De se nogle af Bygningerne fra
Christian den Fjerdes Tid?

Are you going to see any of the build-
ings from the time of Christian the
Fourth?

The words in heavy type in these sentences are, as you can see, plural the-forms. Notice that they both end in *nə*. Here are the simple plural forms and the plural the-forms of some of the nouns you know. Compare them and see how they work.

	Plural form			Plural the-form	
<i>býgneyʔar</i>	Bygninger	buildings	<i>býgneyʔarnə</i>	Bygningerne	the buildings
<i>búsar</i>	Busser	busses	<i>búsarnə</i>	Busserne	the busses
<i>hotélʔar</i>	Hoteller	hotels	<i>hotélʔarnə</i>	Hotellerne	the hotels
<i>slóðar</i>	Slotte	castles	<i>slóðarnə</i>	Slottene	the castles
<i>sbórurʔynə</i>	Sporvogne	streetcars	<i>sbórurʔynə</i>	Sporvognene	the streetcars
<i>féðrar</i>	Fædre	fathers	<i>féðrarnə</i>	Fædrene	the fathers
<i>tjé:narə</i>	Tjenere	waiters	<i>tjé:narnə</i>	Tjenerne	the waiters
<i>gárðjʔarə</i>	Gaardejere	farmers	<i>gárðjʔarnə</i>	Gaardejerne	the farmers
<i>glas</i>	Glas	glasses	<i>glásarnə</i>	Glassene	the glasses
<i>bærʔn</i>	Børn	children	<i>bærʔnə</i>	Børnene	the children
<i>tó:ʔy</i>	Tog	trains	<i>tó:ʔynə</i>	Togene	the trains

For nouns with plural forms ending in *ar* or *a* the plural the-form, as you can see, is made by adding *nə* to the simple plural form. For all other nouns it is made by adding *arnə*. Notice that in the case of *tjé:narə* and *gárðjʔarə* where the simple plural form ends in *arə*, the final *a* drops out when the *nə* is added. Notice, too, that *tó:ʔynə* doesn't have the catch, although *tó:ʔy* does.

In the plural, as you see, there is no division into en-nouns and et-nouns according to the way the the-form is made. *nə* is added to all plurals ending in *ar* and *a*, and *arnə* to all other plurals to make the the-form. And *di—* *they*—is used to refer to all plural nouns no matter how the plural form is made.

3. Word Order.

I know it.

Tom is a lawyer.

America has many farms.

We can go right in and eat.

Our farm is near Chicago.

Look at the words "I", "Tom", "America", "we", "our farm" in these English sentences. They name the person or the thing that performs the action of the verb—"I know," "Tom is", "America has", etc. Such a word is called the **subject** of the verb. For instance, "I" is the subject of the verb "know" in the first sentence because it names the person who does the knowing. Danish sentences, of course, have subjects just as English ones do.

Observe the following:

Subject 1.	Verb 2.
<i>ví</i>	<i>hå:ʔr</i>
<i>je</i>	<i>sga</i>
<i>dí</i>	<i>tå:lør</i>
<i>hun</i>	<i>ʔrbajʔðər</i>

en g5:ʔr lí:ə ve sjiká:go.

mø:ðə bél pɔ: hotélʔəð.

hé:ʔld g5d dánʔsk;

for en lé:ʔə.

Vi har en Gaard lige ved Chicago.

Jeg skal møde Bill paa Hotellet.

De taler helt godt Dansk.

Hun arbejder for en Læge.

We have a farm near Chicago.

I'm going to meet Bill at the hotel.

You speak Danish very well.

She works for a doctor.

Look at the order of the words in these sentences that make a statement. As you see the subject comes *before* the verb. This is called **normal word order**.

Now look at the order of the words in these questions.

Verb 1.	Subject 2.
tà:lør sga ør bæsdél?ør	dí dí búér?nənə? dèrəs bró:r?

v5:??
o vð

éη?əlsk;
éga i dý:ərɦà:vən;

Taler De Engelsk?
Skal De ikke i Dyrehaven?
Hvor er Børnene?
Og hvad bestiller Deres Bror?

Do you speak English?
Aren't you going to Dyrehaven?
Where are the children?
And what does your brother do?

As you see, the subject comes *after* the verb. This is called **inverted word order**. As we pointed out in Unit 3, most Danish questions have the verb before the subject; that is, they have inverted word order.

Now look at the order of the words in these examples.

1.	Verb 2.	Subject 3.
i m3rən s3 dè nú dè:?? dè	sga mɔ: mɔ: k3m?ør mɔ: vè:?	vi jé d3 v3; vi je

rón?i o sè:?? købənɦəv?n.
gɔ: jém?
bæsdém?d sè:?

hén en ánən dá:?
éga.

[5-B] 135

I Morgen skal vi rundt at se
 København.
 Saa maa jeg gaa hjem.
 Det maa De bestemt se.
 Nu kommer vi!
 Der maa vi hen en anden Dag.
 Det ved jeg ikke.

Tomorrow we're going around to see
 Copenhagen.
 Then I have to go home.
 You certainly ought to see that.
 We're coming!
 We'll have to go there some other day.
 I don't know.

Notice that these are not questions and yet the subject is *after* the verb. In Danish statements like these, when a word or expression like *dé* or *nú* or *så* or *i morgen* comes at the beginning, the verb is always moved up so that it comes before the subject; in other words, when such an expression comes first in the sentence, it causes inverted word order. You will find that statements like this are very frequent in Danish.

Finally look at these examples.

	Subject 1.	Verb 2.
<i>ja, men</i>	<i>dé</i> <i>de</i>	<i>ε</i> <i>har været</i>

Og det er min Søn Erik og min Datter
 Kirsten.
 Ja, men det har været en hyggelig Aften.

mi:n søn é:rik ja mi:n dǽdər kirstən.
ən hýgəli áfdən.

And this is my son Erik and my daughter
 Kirsten.
 Yes, but it's been a pleasant evening.

Notice that the words *ja*, 'and', *ja*, 'yes' and *men*, 'but', come first in a statement without causing inverted word order. Other such words that you've had so far are *jo*?, 'yes', *nej*? and *ne*:, 'no', 'oh', *ja*:, 'oh' and *sa*, 'so' (but notice in the second sentence of the preceding group of examples that when *sa* means "then" it does cause inverted word order).

Nouns with plural forms in ær:

<i>biograf:²f</i>	Biograf
<i>by:²</i>	By
<i>forædneŋ</i>	Forretning
<i>havfrú:²</i>	Havfrue
<i>frø:²gn</i>	Frøken
<i>jærna</i>	Hjørne
<i>kírge</i>	Kirke
<i>klóg</i>	Klokke
<i>kó:næ</i>	Kone
<i>kónge</i>	Konge
<i>minút</i>	Minut
<i>má:næð</i>	Maaned
<i>móræn</i>	Morgen
<i>rájneŋ</i>	Regning
<i>sðasjó:²n</i>	Station
<i>sæn</i>	Søn
<i>tí:²ð</i>	Tid
<i>toalét</i>	Toilet

Nouns with plural forms in æ:

<i>da:²/da:²y</i>	Dag
<i>méda</i>	Middag
<i>navn²n</i>	Navn
<i>sáŋsfø:ær</i>	Sagfører
<i>sgv²</i>	Skov
<i>tjé:nær</i>	Tjener
<i>lømarmèsðar</i>	Tømrmester

List of Additional Plural Forms

movie	<i>biograf:²fær</i>	Biografer	movies
city	<i>bý:²ær</i>	Byer	cities
store	<i>forædneŋ²ær</i>	Forretninger	stores, business
mermaid	<i>havfrú:ær</i>	Havfruer	mermaids
young lady	<i>frø:²gnær</i>	Frøkener	young ladies
corner	<i>jærnær</i>	Hjørner	corners
church	<i>kírgær</i>	Kirker	churches
bell	<i>klógær</i>	Klokker	bells
wife	<i>kó:nær</i>	Koner	wives
king	<i>kóngeær</i>	Konger	kings
minute	<i>minúðær</i>	Minutter	minutes
month	<i>má:næðær</i>	Maaneder	months
morning	<i>mórænær</i>	Morgener	mornings
bill	<i>rájneŋ²ær</i>	Regninger	bills
station	<i>sðasjó:²nær</i>	Stationer	stations
son	<i>sænnær</i>	Sønner	sons
time	<i>tí:²ðær</i>	Tider	times
toilet	<i>toalédær</i>	Toiletter	toilets

day	<i>dá:²/dá:²yæ</i>	Dage	days
dinner	<i>méda:²æ</i>	Middage	dinners
name	<i>navnæ</i>	Navne	names
lawyer	<i>sáŋsfø:æræ</i>	Sagførere	lawyers
wood or park	<i>sgvæ</i>	Skove	woods or parks
waiter	<i>tjé:næræ</i>	Tjenere	waiters
carpenter	<i>lømarmèsðræ</i>	Tømrmestre	carpenters

[5-B] 137

2. Covering English and Danish of Word Study (Individual Study)

Check yourself on your knowledge of the *Word Study* by covering first the English, then the Danish, and making sure you know everything thoroughly.

3. Review of Basic Sentences

With the Guide or records, review the first half of the *Basic Sentences* as in previous units.

SECTION C—REVIEW OF BASIC SENTENCES

1. Review of Basic Sentences (Cont.)

Review the second half of the *Basic Sentences*.

2. Covering the English of Basic Sentences (Individual Study)

Go through the *Basic Sentences* covering up the English and reading aloud the Danish. Check up on anything you do not know, until you are sure of everything.

3. What Would You Say? (Individual Study)

In the following conversation you are to put the words in parentheses in the correct order. For example, in the first sentence you would say *ve di go: me maj* . . . etc. because, as you learned in the *Word Study*, you have "inverted order" in questions. Be prepared to read the sentences at the next group meeting.

A. $\left\{ \begin{smallmatrix} di \\ ve \end{smallmatrix} \right\}$ gə: mē māj jēm? ɔ sɒt:sə i mɔrən;

B. nāj? dé $\left\{ \begin{smallmatrix} je \\ kán? \end{smallmatrix} \right\}$ éga. i mɔrən

$\left\{ \begin{smallmatrix} vi \\ sga \end{smallmatrix} \right\}$ rón?d ɔ sé:? kɔbənɦəv?n.

A. $\left\{ \begin{smallmatrix} di \\ sga \end{smallmatrix} \right\}$ dé; mē vém??

B. me mi:n kó:nə ɔ mɪ:nə bæɾ?n.

A. vɔ:ʔɾ $\left\{ \begin{smallmatrix} di \\ sga \end{smallmatrix} \right\}$ hén??

B. dé $\left\{ \begin{smallmatrix} vé:? \\ je \end{smallmatrix} \right\}$ éga. mi:n kó:nə ve géɾnə sé:? slɔdəʊ vɔɾ
kɔŋən bó:ʔɾ.

vɔ $\left\{ \begin{smallmatrix} de \\ hédʔɔɾ \end{smallmatrix} \right\}$?

$\left\{ \begin{smallmatrix} De \\ vil \end{smallmatrix} \right\}$ gaa med mig hjem at spise i Morgen?

Nej, det $\left\{ \begin{smallmatrix} jeg \\ kan \end{smallmatrix} \right\}$ ikke. I Morgen

$\left\{ \begin{smallmatrix} vi \\ skal \end{smallmatrix} \right\}$ rundt at se København.

$\left\{ \begin{smallmatrix} De \\ skal \end{smallmatrix} \right\}$ det? Med hvem?

Med min Kone og mine Børn.

Hvor $\left\{ \begin{smallmatrix} De \\ skal \end{smallmatrix} \right\}$ hen?

Det $\left\{ \begin{smallmatrix} ved \\ jeg \end{smallmatrix} \right\}$ ikke. Min Kone vil gerne se Slottet, hvor
Kongen bor.

Hvad $\left\{ \begin{smallmatrix} det \\ hedder \end{smallmatrix} \right\}$?

A. $\left\{ \begin{array}{l} \text{de} \\ \text{hédðar} \end{array} \right\}$ amá: ?ljónbð: ?r slótt.

B. $\circ \left\{ \begin{array}{l} \text{hun} \\ \text{ve} \end{array} \right\}$ þsa gérna sé: ? nó: n a býgney?ærna frg
krèstjan den fjé: ærs tt: ?ð.

A. já $\left\{ \begin{array}{l} \text{dét} \\ \text{blær} \end{array} \right\}$ máðð entrásán?i.

B. $\left\{ \begin{array}{l} \text{bær?næna} \\ \text{ve} \end{array} \right\}$ gérna þo: lagnæll: nja $\circ$ sé: ? den llla
hðvfrú: æ.

$\left\{ \begin{array}{l} \text{dét} \\ \text{ve} \end{array} \right\}$ þsa gérna i ttvoli $\circ$ i dý: ærhð: væn.

A. vordán $\left\{ \begin{array}{l} \text{man} \\ \text{kðmar} \end{array} \right\}$ te dý: ærhð: væn?

B. $\left\{ \begin{array}{l} \text{man} \\ \text{tð: ?r} \end{array} \right\}$ ed éstð: ?γ, $\left\{ \begin{array}{l} \text{dét} \\ \text{tð: ?r} \end{array} \right\}$ tý: væ minúðær.

140 [5-C]

$\left\{ \begin{array}{l} \text{det} \\ \text{hedder} \end{array} \right\}$ Amalienborg Slot.

Og $\left\{ \begin{array}{l} \text{hun} \\ \text{vil} \end{array} \right\}$ ogsaa gerne se nogle af Bygningerne fra
Christian den Fjerdes Tid.

Ja, $\left\{ \begin{array}{l} \text{det} \\ \text{bliver} \end{array} \right\}$ meget interessant.

$\left\{ \begin{array}{l} \text{Børnene} \\ \text{vii} \end{array} \right\}$ gerne paa Langelinie at se den lille
Havfrue.

$\left\{ \begin{array}{l} \text{De} \\ \text{vil} \end{array} \right\}$ ogsaa gerne i Tivoli og i Dyrehaven.

Hvordan $\left\{ \begin{array}{l} \text{man} \\ \text{kommer} \end{array} \right\}$ til Dyrehaven?

$\left\{ \begin{array}{l} \text{man} \\ \text{tager} \end{array} \right\}$ et S-Tog, $\left\{ \begin{array}{l} \text{det} \\ \text{tager} \end{array} \right\}$ tyve Minutter.

A. já men vá $\left\{ \begin{matrix} d\acute{e} \\ ve \end{matrix} \right\}$ sé:??

B. $\left\{ \begin{matrix} j\acute{e} \\ ve \end{matrix} \right\}$ gérná sé:?? nasjoná:lmusè:æð ɔ no:n kírgør;

men dé $\left\{ \begin{matrix} vi \\ fœr \end{matrix} \right\}$ éga tt:æð te.

A. náj?, $\left\{ \begin{matrix} di \\ ka \end{matrix} \right\}$ éga sé:?? hé:læ bý:æn þœ: é:æn dá:??

Ja, men hvad $\left\{ \begin{matrix} De \\ vil \end{matrix} \right\}$ se?

$\left\{ \begin{matrix} jeg \\ vil \end{matrix} \right\}$ gerne se Nationalmuseet og nogle Kirker.

Men det $\left\{ \begin{matrix} vi \\ faar \end{matrix} \right\}$ ikke Tid til.

Nej, $\left\{ \begin{matrix} De \\ kan \end{matrix} \right\}$ ikke se hele Byen paa een Dag.

B. In the following sentences change the words that are in English into Danish. Try to do it without looking back at the singular and plural forms of the nouns that are given in the *Word Study* of this Unit.

1. je har tó:?? brøðræ som er (doctors).

2. dær ær mænæ (hotels) i kœbænhævæn.

3. tjé:nær, vi ve gérnæ hæ ft:ær (glasses) øl.

4. dé æ tré:?? (crowns) ɔ tt:?? (øre).

5. hé:ær ær en (match);

6. (Americans) hæ gœd tt:?? ɔ sé:?? þœ: (castles).

7. (the glasses) ær þœ: bœ:æð.

8. vœr mænæ (sons) hæ:ær di særfœ:ær nælsæn?

1. Jeg har to Brødre, som er (doctors).

2. Der er mange (hotels) i København.

3. Tjener, vi vil gerne have fire (glasses) øl.

4. Det er tre (crowns) og ti (øre).

5. Her er en (match).

6. (Americans) kan godt lide at se paa (castles).

7. (the glasses) er paa Bordet.

8. Hvor mange (sons) har De, Sagfører Nielsen?

[5-C] 141

SECTION D—LISTENING IN

1. What Did You Say?

For part A the Group Leader will ask you to take turns reading aloud the sentences with the words in brackets in the correct order. For part B, he will ask you to read the sentences using the Danish equivalents of the English words which were given in parentheses.

2. Word Study Check-Up

As you have done in the previous units, go back to the *Word Study* and give the correct Danish for each English expression, without having to read it from the book. The Group Leader or one of the members of the group should read the English.

3. Listening In

With your book closed, listen to the following conversations as read by the Guide or phonograph record. Repeat the Danish immediately after hearing it. After the first repetition of each conversation, check up on the meaning of anything you do not understand, by asking someone else or by going back to the *Basic Sentences* if no one knows. Repeat again if necessary, then take parts and carry on the conversation.

1. *Bill meets Tom in their hotel room and they leave to go sightseeing.*

Record 10A, after seventh spiral.

bel
godd:ʔ tsmʔ.
har di væ:ərð hē:ʔr læŋə;

Bill
Goddag Tom.
Har De været her længe?

Tom
Can't you speak English any more?

bel

jó:, men de e gðá fírf? os o lá:la dán?sk;

tom?

já dé ér da mæ:sgé:?

jé hgr vé:æð hé:er i tí: minúðar.

Record 10B, beginning.

bel

vá tí:æð sga ví mþ:ðæ frþgæn láræn?

tom?

vi sga mþ:ðæ hénæ klðgæn tí:æ pæ. rððhusplásæn.

vá e klðgæn nú?

bel

den e tí:æ hál? tí:æ?

sga ví lá: bússæn elær sbórvðr?næn te rððhusplásæn.

tom?

ví ka lá:æ bússæn.

sbórvðr?næn er máæð lðgssm?ææ.

bel

já lá os dé.

sga ví gð:?

Bill

Jo, men det er godt for os at tale Dansk.

Tom

Ja, det er det maaske.

Jeg har været her i ti Minutter.

Bill

Hvad Tid skal vi møde Frøken Larsen?

Tom

Vi skal møde hende Klokken to paa Raadhuspladsen.

Hvad er Klokken nu?

Bill

Den er lige halv to.

Skal vi tage Bussen eller Sporvognen til Raadhuspladsen?

Tom

Vi kan tage Bussen.

Sporvognen er meget langsommere.

Bill

Ja, lad os det.

Skal vi gaa?

2. Bill and Tom get off the bus at Raadhuspladsen and meet Miss Larsen.

Record 10B, after first spiral.

bel

5: der h4:2r vi frøgen l4rsen;

tom?

godd4:2 frøgen l4rsen.

o t4g f4rd4:2 di ve g4: m4 os;

frøgen l4rsen

j4 s4l? t4k.

d4 ve je m44d g4rn4.

v4rd4n h4:2r di d4?

tom?

t4g vi h4:2r d4 g4t.

o d4;

frøgen l4rsen

j4: t4k, j4 h4:2r d4 5s4 g4t;

bel

v4r sga vi g4: h4n frøgen l4rsen?

o v4 sga vi s4:??

144 [5-D]

Bill

Aah, der har vi Frøken Larsen.

Tom

Goddag Frøken Larsen.

Og Tak fordi De vil gaa med os.

Frøken Larsen

Ja, selv Tak.

Det vil jeg meget gerne.

Hvordan har De det?

Tom

Tak, vi har det godt.

Og De?

Frøken Larsen

Jo Tak, jeg har det ogsaa godt.

Bill

Hvor skal vi gaa hen, Frøken Larsen,

og hvad skal vi se?

153

frøgen larsen

dé vé: ? je éga.

ví ka bagøn? a me nasjond: ?lmusè: ?ð.

bel

o vá él?ars?

frøgen larsen

ví ka sé: ? þo: nó: n a býgneþ?arna frá krèstjan
den fjé: ærs tí: ?ð;

men ví ka þsa gø: hen o sé: ? amá: ?ljønbd: ?r
slíð vor kþgan bó: ?r.

o sþ ka ví gø: i tívoli o sbl: sá méða.

vá stór dít smét?

tom?

já la os bagøn? a me amá: ?ljønbd: ?r slíð.

bel

vórdæn kþm?ar man dé: ?rtíð?

me sbórvdy?næn;

frøgen larsen

já, men ví ka þsa tá: ? búsan hé: ?r þo: rþðusplásen.

Frøken Larsen

Det ved jeg ikke.

Vi kan begynde med Nationalmuseet.

Bill

Og hvad ellers?

Frøken Larsen

Vi kan se paa nogle af Bygningerne fra Christian
den Fjerdes Tid.

Men vi kan ogsaa gaa hen at se Amalienborg Slot, hvor
Kongen bor.

Og saa kan vi gaa i Tivoli at spise Middag.

Hvad siger De, Smith?

Tom

Ja, lad os begynde med Amalienborg Slot.

Bill

Hvordan kommer man dertil?

Med Sporvognen?

Frøken Larsen

Ja, men vi kan ogsaa tage Bussen her paa Raadhuspladsen.

[5-D] 145

3. After they have seen the king's palace, they talk about where to go next.

Record 10B, after second spiral.

frøgen lærer
sga vi s3 g3: p3: l3n3l3:nj3 3 s3: den l3l3 h3vfr3:3.

tom?
j3 l3 3s d3;
men v3 s3 me nasjon3: l3mus3:33?

bel
3 v3rn3: r sga vi s3: k3rg3rn3?

frøgen lærer
man ka 3g3 s3: h3:l3 k3b3nh3v3n p3: 3: n d3:;

tom?
vi ka s3: k3rg3rn3 3 nasjon3: l3mus3:33 en 3n3n
d3: 3, 3g3 s3n? l;

bel
j3:, d3 bl3r m3:sg3: de b3s3d3.
la 3s s3 g3: p3: l3n3l3:nj3.

4.¹ At Langelinie.

¹ Given by mistake as 3 on the record.

Frøken Larsen
Skal vi saa gaa paa Langelinie at se den lille Havfrue?

Tom
Ja, lad os det.
Men hvad saa med Nationalmuseet?

Bill
Og hvornaar skal vi se Kirkerne?

Frøken Larsen
Man kan ikke se hele København paa een Dag.

Tom
Vi kan se Kirkerne og Nationalmuseet en anden
Dag, ikke sandt?

Bill
Jo, det bliver maaske det bedste.
Lad os saa gaa paa Langelinie.

Record 10B, after third spiral.

bel

de e gúð a frýgæn lærson ka vl:sə əs rón?t;

tom?

já dé ér dā.

mə:sgé:ʔ kènər hún en gó:ʔ resdórŋ vər vi
kan fʃ:ʔ nʃ:əð ʔ sbá:sə.

bel

vá stər di te dé frýgæn lærson?

frýgæn lærson

jó: la əs gʊ: i tʊoli ad fʃ:ʔ əs en gó:ʔ méda.
vi ka tá:ʔ búson hé:ʔr pʊ: jærnəð.

bel

já, men sga vi sʃ éga i dý:ərha:vən.

frýgæn lærson

né: dé blær dər bəsdém?d éga tt:ʔð tel.

tom?

vt ka gʊ: i sgʊvʔən en ánən dá:ʔ.

bel

men pé:ʔdər stər de e tt:ə ú:ðənfor bý:ʔən.
de tt:ʔr tý:və minúðər me tʃtʃ:ʔəð.

Bill

Det er godt, at Frøken Larsen kan vise os rundt.

Tom

Ja, det er det.

Maaske kender hun en god Restaurant,
hvor vi kan faa noget at spise.

Bill

Hvad siger De til det, Frøken Larsen?

Frøken Larsen

Jo, lad os gaa i Tivoli at faa os en god Middag.
Vi kan tage Bussen her paa Hjørnet.

Bill

Ja, men skal vi saa ikke i Dyrehaven?

Frøken Larsen

Næh, det bliver der bestemt ikke Tid til.

Tom

Vi kan gaa i Skoven en anden Dag.

Bill

Men Peter siger, det er lige uden for Byen.
Det tager tyve Minutter med S-Toget.

[5-D] 147

tom?

nē: frøgon larsen ve sbt:sə nū.

o dē ve je šsə;

la os ta būsən hē:ʔr.

Tom

Næh, Frøken Larsen vil spise nu.

Og det vil jeg ogsaa.

Lad os tage Bussen her.

SECTION E—CONVERSATION

1. Covering the Danish of Basic Sentences (Individual Study)

Cover the Danish of the *Basic Sentences* and practice saying the Danish equivalents of the English expressions.

2. Vocabulary Check-Up

Give the Danish expressions for the English equivalents in the *Basic Sentences* as the Group Leader calls for them.

3. Conversation

As you have done in the *Conversation* in the previous units, begin to converse by following the models outlined below fairly closely; then change the situations somewhat. By now you have a fair amount of material

that you can bring into your conversations. Invent new combinations of subject matter.

Work through these situations, saying in Danish whatever fits the situation, taking parts as you have done in previous units.

1. A is taking B sightseeing in Copenhagen. B asks where they are going to go. A suggests looking at some of the buildings from the time of Christian the Fourth and at Amalienborg Castle. B asks whether the king lives at Amalienborg Castle, and A says yes. A suggests Dyrehaven. B asks what that is, and A tells him that it's a park or wood outside Copenhagen. He suggests Langelinie and the little mermaid, Tivoli, the National Museum, churches, etc. B says that they won't have time to see the whole city in one day. He decides on Dyrehaven and asks how you get there. Do you take a bus? A says no, you take an S-train. It takes twenty minutes. B asks

where they're going to eat. A suggests that they go to Tivoli and get a good dinner. B says O.K., let's go.

2. Take turns around the group two by two planning a sightseeing trip around Copenhagen. Talk about what you're going to see, how you get there, how long it takes, etc. If you don't know how long it takes, make it up—you don't have to stick to the

actual facts. Don't try to include all the places mentioned in the *Basic Sentences* in your plans. Choose the two or three that interest you most, but be sure that each couple doesn't pick the same places. Go around the class until everyone has had a chance. Make it enthusiastic—pretend that you're really going out tomorrow to see something of Copenhagen.

SECTION F—CONVERSATION (Cont.)

1. Conversation (Cont.)

Continue the conversation started in Section E, with a review of parts 1 and 2 of the section if necessary.

Finder List

From now on in the *Finder Lists* we'll give the plural form of all nouns, as well as the the-form. If the plural form is made regularly by adding either *a* or *er* and there are no other changes, we'll indicate this by writing *-a* or *-er* in the *Aids to Listening* and *-e* or *-er* in the regular Danish spelling. If the plural is the same as the singular we'll write just a dash (—) in both the *Aids to Listening* and the Danish spelling. So an entry *kirgə, -n, -r* (*Kirke, -n, -r*) means that the the-form is *kirgən* (spelled *Kirken*) and the plural form is *kirgər* (spelled *Kirker*). If there are any irregularities in pronunciation or spelling, we'll write the whole form out.

amá:ʔljənbð:ʔr slɔt (Amalienborg
Slot) Amalienborg castle, home
of the king in Copenhagen.
ánən (anden) other

at/a (at) that
bédə (bedste) best
bədémʔt (bestemt) certainly
blt:ʔər/bltər (bliver) will be

bus, -ən, -ər (Bus, Bussen, Busser)
bus

býgneʔ, býgneʔən, býgneʔər (Byg-
ning, -en, -er) building

[5-F] 149

da:ʔ/da:ʔɣ, -ən,
dá:ə/dá:ɣə (Dag, -en, -e) day
denʔ (den) the
de (det) the
dé:ʔriðl/dé:ʔrið (dertil) to there,
 there
dý:ərha:vən (Dyrehaven) a park or
 reservation outside of Copen-
 hagen.
elʔərs (ellers) else
ésð:ʔɣ, -əð,—(S-Tog, -et,—) S-train
fjé:ər (fjerde) fourth
hávfrú:ə, -n, -r (Havfrue, -n, -r) mer-
 maid. On one of the rocks at
 Langelinie there is a bronze
 statue of a mermaid, taken from
 Hans Christian Andersen's fa-
 mous story, *den lille hávfrú:ə*
 (Den lille Havfrue), 'The Little
 Mermaid'.
hé:lə (hele) whole
hé:nə (hende) her
hun (hun) she

kírgə, -n, -r (Kirke, -n, -r) church
kónə, -n, -r (Konge, -n, -r) king
kréstjan den fjé:ər (Christian den
 Fjerde) Christian the Fourth,
 king of Denmark from 1588 to
 1648. During his reign many of
 the famous buildings in Copen-
 hagen were built.
lənəl:njə (Langelinie) a part of
 Copenhagen lying along the
 waterfront.
lilə (lille) little
man (man) you
méda, méda:ʔən, méda:ə (Middag,
 -en, -e) dinner
mə (med) about, by
minút, minúðəð, minúðər (Minut,
 Minuttet, Minutter) minute
nasjoná:ʔlmusè:əð (Nationalmuseet)
 The National Museum
no:n/no:l (nogle) any
ʔə: (paa) to
ronʔt (rundt) around

ʔðhusplásən (Raadhuspladsen)
 Town Hall Square in the center
 of Copenhagen.
sanʔt (sandt) true
se:ʔ (se) see
sé:ʔ ʔə: (se paa) look at
sgəvʔ, -ən, sgəvə (Skov, -en, -e) woods,
 park
slət, slíðəð, slíðə (Slot, Slottet,
 Slotte) castle
sbórvɔɣʔn, -ən, sbórvɔɣnə (Sporvogn,
 -en, -e) streetcar
ta:ʔ/ta, tɔ:ʔr (tage) take
tel/te (til) for
tí:ʔð, -ən, tí:ðər (Tid, -en, -er) time
tívolí (Tivoli) an amusement park in
 Copenhagen. There are several
 good restaurants there.
tý:və (tyve) twenty
ú:ðənfər (udenfor) outside (of)
ví:sə, ví:ʔsər (vise) show
ʔsə (ogsaa) too

UNIT 6

REVIEW

To the Group Leader: This unit is intended to furnish the group with a review of the work done to date: understanding of the stock of words, and of the ways of using them covered in the *Word Study*. Pronunciation should be noticed whenever the students are talking. Either the Guide or, if there is no Guide, the Group Leader and other students should correct faulty pronunciation.

This unit contains a number of tests which will help you make sure that you have thoroughly covered the work of the first five units of the course. They will show you what you need to restudy or review.

SECTION A—WORD STUDY REVIEW

To the Group Leader: Section A is a *Word Study* review in which are provided sets of exercises drilling on everything covered in the *Word Study* sections of Units 2 through 5. Follow the instructions carefully. These exercises may be prepared outside class hours, or individually in class. Nothing is to be written in the books. When the material has been thoroughly studied, skip around the class asking individuals to do what is required in the particular exercise. If there is disagreement see the back of the Guide's Manual.

In this section a number of drill exercises are given to test whether you have learned the uses of words and endings outlined in Units 2 through 5. Work through these exercises carefully. Follow the instructions exactly, reading the completed forms and sentences aloud. Do not write anything in your books, but be prepared to give the completed forms and sentences, when the Group Leader calls on you.

1. Here are the basic forms of sixteen Danish verbs that you know. Below them are fifteen Danish sentences with blank spaces in them. Fill in the blank spaces with the verbs, using either the basic form that is given or the present form, whichever fits into the sentence in question. You will find, in general, that only one of the verbs will make sense in any one sentence. Two of the verbs you'll have to use twice, since there are eighteen blanks in all.

[6-A] 151

<i>bəgʊnʔə</i>	begynde
<i>bo:ʔ</i>	bo
<i>dréə</i>	drikke
<i>fɔ:ʔ</i>	faa
<i>gɔ:ʔ</i>	gaa
<i>hɔ:ba</i>	haabe
<i>ha:ʔ</i>	have
<i>kénə</i>	kende

<i>kɔmə</i>	komme
<i>mɔ:ðə</i>	møde
<i>rý:ə</i>	ryge
<i>sbt:sə</i>	spise
<i>se:ʔ</i>	se
<i>ta:ʔ</i>	tage
<i>tá:lə</i>	tale
<i>vé:ər</i>	være

1. *mí:n sæn* ——— *lánmànʔ*;
 2. *hán* ——— *en gɔ:ʔr i amé:ʔrika*.
 3. *je sga* ——— *dem i mórən klɔgən tɪ:ʔ pɔ: rɔðhusplásən*.
 4. ——— *biogrɔ:ʔfən klɔgən nɪ:ʔ i áfdən*;
 5. *vi* ——— *égə i kɔbənɦvʔn*, *vi* ——— *i en ánən bý:ʔ i dánmark*.
 6. *je feg égə nɔg ɔ* ——— *ɔ* ——— *i resdɔrɔŋʔən*.
 7. *je* ——— *égə sɔ gɔd dánʔsk*, *ɔ dt* ——— *égə sɔ gɔd éŋʔəlsk*.
 8. *vɔ:ʔr ka vi* ——— *ɔs ən gó:ʔ médaʔ*
 9. *vɔrdán* ——— *man te lɔŋəlt:njəʔ*
 10. *tɔ:ʔɔð te kɔbənɦvʔn* ——— *klɔgən ɔ:də*.
 11. *je* ——— *di ka kɔmə jémʔ te mɔj i mórən*.
- 152 [6-A]

- Min Søn ——— Landmand.
 Han ——— en Gaard i Amerika.
 Jeg skal ——— Dem i Morgen Klokken ti paa Raadhuspladsen.
 ——— Biografen Klokken ni i Aften?
 Vi ——— ikke i København, vi ——— i en anden By i Danmark.
 Jeg fik ikke nok at ——— og ——— i Restauranten.
 Jeg ——— ikke saa godt Dansk, og De ——— ikke saa godt Engelsk.
 Hvor kan vi ——— os en god Middag?
 Hvordan ——— man til Langelinie?
 Toget til København ——— Klokken otte.
 Jeg ———, De kan komme hjem til mig i Morgen.

12. ——— *dí mi:n vén frə amé:ʔrika, ɡʷiðjʔər smét;*
13. *man mo: éɡə ——— i lɔ:ʔɣəð.*
14. *vi ve máðð ɡérnə ——— amá:ʔljənbd:ʔr slɔt.*
15. *man ——— ed éstɔ:ʔɣ frə kɔbənɦɣʷn te dý:ərɦð.vən.*

- De min Ven fra Amerika, Gaardejer Smith?
 Man maa ikke ——— i Toget.
 Vi vil meget gerne ——— Amalienborg Slot.
 Man ——— et S-Tog fra København til Dyrehaven.

2. In the following sentences change the English expressions in parentheses into Danish. Practice reading the complete sentences aloud.

1. *vé:ʔ di vɔr (the king) bó:ʔr;*
2. *sga vi la (the bus) elər (the streetcar) te nasjond:ʔl-musè:əð.*
3. *la əs bəld:ʔlə (the bill) ɔ ɡɔ:ʔ.*
4. *ka di k:ʔ ɔ bó:ʔ i (the city);*
5. *mɔ: je fɔ:ʔ (a cup) káfə;*
6. *ve di vé:ər sɔ vɛnlɪ ɔ st:ə me vɔr (the church) ér.*
7. *mi:n bró:r ɣrbəjʔðər pɔ: (a farm) ú:ðənfər kɔbənɦɣʷn.*
8. *je sga mɔ:ðə dəm pɔ: (the hotel) klɔɡən hálʔ tré:ʔ.*
9. *(the glasses) er pɔ: bó:ʔərð.*
10. *vé:ʔ di vɔr (the matches) ér;*
11. *dər ər mənə (castles) i dánmɑrk.*
12. *je ka éɡə k:ʔ dānsɡə (cigarettes).*
13. *vɔr mənə (sons) hɔ:ʔr diʔ*
14. *je kɛnər ló:ʔ (doctors) sɔm bó:ʔr i sjiká:ɡo.*
15. *tjé:nər! tré:ʔ (cups) káfə.*

- Ved De, hvor (the king) bor?
 Skal vi tage (the bus) eller (the streetcar) til National-museet?
 Lad os betale (the bill) og gaa.
 Kan De lide at bo i (the city)?
 Maa jeg faa (a cup) Kaffe?
 Vil De være saa venlig at sige mig, hvor (the church) er.
 Min Bror arbejder paa (a farm) uden for København.
 Jeg skal møde Dem paa (the hotel) Klokken halv tre.
 (the glasses) er paa Bordet.
 Ved De, hvor (the matches) er?
 Der er mange (castles) i Danmark.
 Jeg kan ikke lide danske (cigarettes).
 Hvor mange (sons) har De?
 Jeg kender to (doctors), som bor i Chicago.
 Tjener, tre (cups) Kaffe!

3. Here are some sentences with blank spaces in them. Fill in the blanks with either *e:n* or *et*, 'one', or *den* or *de*, 'it', whichever fits in the particular sentence.

1. *mí:n kó:nə ɔ jé ve ta bú:sən te ləŋəlt:njə.*
vé:? di vɔrnɔs:?r ——— gɔs:ʔr;
2. *fég di rəjneyʔən frə hotelʔəð;*
já ——— fég je i gɔs:ʔr.
3. *jé sga te en méda pɔ: ləŋəlt:njə i mɔʁən, men je vé:ʔ*
éga va k:ʔð ——— bəgənʔər.
4. *je ka gɔd st:ə dəm vɔr dər ér ed hotelʔ.*
der ər ——— k:ə ve rɔðhusplásən.
5. *nasjɔnd:ʔlmusɛ:əð er máəð entrəsánʔt.*
hər di vé:ərð rónʔd ɔ sé:ʔ ———;
6. *er amá:ʔljənbð:ʔr slɔd frə krɛstjən den fjé:ərs k:ʔð;*
nəjʔ dé ér ——— éga.
7. *vɔs:ʔr ka je ta sbɔrvɔʔnən te rɔðhusplásənʔ*
—— ka di ta dé:ʔr pɔ: jərnəð.
8. *vɔs:ʔr ər sdasjɔ:ʔnənʔ*
—— er dé:ʔr te vénsdɔ.
9. *er dər ed toalet hɛ:ʔr i resdɔrəŋʔən;*
já der ər ——— k:ə dé:ʔr te hɔjɔ.

Min Kone og jeg vil tage Bussen til Langelinie.

Ved De, hvornaar ——— gaar?

Fik De Regningen fra Hotellet?

Ja, ——— fik jeg i Gaar.

Jeg skal til en Middag paa Langelinie i Morgen, men jeg ved ikke, hvad Tid ——— begynder.

Jeg kan godt sige Dem, hvor der er et Hotel.

Der er ——— lige ved Raadhuspladsen.

Nationalmuseet er meget interessant.

Har De været rundt at se ———?

Er Amalienborg Slot fra Christian den Fjerdes Tid?

Nej, det er ——— ikke.

Hvor kan jeg tage Sporvognen til Raadhuspladsen?

—— kan De tage der paa Hjørnet.

Hvor er Stationen?

—— er der til venstre.

Er der et Toilet her i Restauranten?

Ja, der er ——— lige der til højre.

10. *hó:ʔr di en ténstik;*

dé vé:ʔ je éga.

jó: hé:ʔr er ———.

11. *je fég en hágabøf i gó:ʔr k méda ʔ ——— vgr gó:ʔ,*
mó: je st:ə.

12. *vórdán er káfən?*

tág ——— er gó:ʔ.

Har De en Tændstik?

Det ved jeg ikke.

Jo, her er ———.

Jeg fik en Hakkebøf i Gaar til Middag, og ——— var
god, maa jeg sige.

Hvordan er Kaffen?

Tak, ——— er god.

4. Do the following in Danish.

1. Ask someone who's going sightseeing in Copenhagen, if he's going to see Langelinie and the little mermaid.
2. Offer someone a cigarette, asking him if he smokes.
3. Tell someone who's asked you that you don't know when the train leaves.
4. When someone asks you if you're from America, tell him that you are.
5. Introduce two friends of yours, one a farmer named Hansen and the other a doctor named Jensen.
6. Tell someone to speak a little slower because you don't understand him.
7. Ask someone if he knows your brother.
8. Tell someone that you'd like to see some Danish (*dánsge*) farms.
9. Tell someone that tomorrow you're going to Dyrehaven.
10. Tell someone that you have one brother who's a doctor and one who's a farmer.

SECTION B—CONVERSATION

To the Group Leader: Assign parts and have the students work through the outlined conversations. When everyone has had a chance to take part, encourage the students to branch out and start conversations on related topics.

Here are a number of outlined conversations. Take parts and work through them. When you can do these well, go on to freer discussion of similar things, using as much of the content of previous lessons as possible. Ask questions in Danish and answer them.

1. Meeting friends on the street:

Include questions and answers about each other's health, the health of other members of the family, where they are, what they are doing, etc.

2. Meeting a stranger:

Include statement of names, questions and answers about where you come from, how long you've been where you are, how long you're going to stay, have you been to America, asking directions, etc.

3. Introducing people:

Include introducing a friend or relative to another friend using name of occupation as title, remarks about speaking English and Danish, offering a cigarette, asking for a match, questions and answers about what time it is, etc.

4. Getting some beer:

Include meeting a friend, questions and answers as to where you're both going, suggestion that you go in and have some beer and open sandwiches, ordering, paying waiter, one of you having to leave to meet someone at a certain time and place, etc.

5. Invitation to dinner:

Include questions and answers about coming to dinner, what time to come, directions for getting there, discussions about whether guest knows the other people who will be there, etc.

6. Going out to dinner:

Include all the polite sayings like "Thanks because I may come", "*vélbəkəm?ə*", "Thanks for the food", "It's been a pleasant evening", etc.

7. In a restaurant:

Include ordering food, asking for a glass of water, paying the bill, asking the waiter for directions to the movies, when it begins, etc.

8. Sightseeing:

Include discussions of what you're going to see, what you won't have time to see in one day, how to get to the different places, place and time of meeting each other before starting out, etc.

SECTION C—LISTENING IN (QUESTIONS)

To the Group Leader: Following are sets of true-false statements based on short conversations which are to be read by the Guide or the phonograph records. Have the Guide read (or play on the record) each conversation through twice. Then have the students read the statements which are based on that particular conversation. If the statement is true, the student should write T beside the statement; if it is false, he should write F. If you are in doubt as to the correct answer see the back of the Guide's Manual.

Listen to the Guide or the phonograph record as each one of the conversations is read. It will be repeated twice, so listen carefully the second time for anything you didn't catch the first time through. Then be prepared to mark as true or false the statements listed below which are based on the particular conversation. If you cannot do this without hesitation you need to review the previous *Listening In's*.

I

1. *hán?sən ə ɔməriká:nər.*

Hansen er Amerikaner.

2. *sméd hɔr vè:ərð i dánmɑrg i tó:ʔ mɔ:nðər.*

Smith har været i Danmark i to Maaneder.

[6-C] 157

3. sméd ka éga gø: jém? me hán?søn.
4. hán?søn vé:? éga bødém?d vørnð:?r biogrð:?føn
bægðn?ør.
5. sméd mæ: gð:? forðt:? klógøn er mðgø.
6. sméd sga éga sbt:sø mæda me hán?søn i mðran.

Smith kan ikke gaa hjem med Hansen.
Hansen ved ikke bestemt, hvornaar Biografen
begynder.
Smith maa gaa, fordi Klokken er mange.
Smith skal ikke spise Middag med Hansen i Morgen.

II

1. dðgdør jénsøn lá:?lør me fru nélson.
2. dðgdør jénsøn bó:?r ú:ðanfør bý:?øn.
3. dðgdør jénsøn sga mð:ðø ðnsjønjør nélson þo: sdasjó:?næn.
4. ðnsjønjør nélson ka éga lí:? smærabrð:?ð.
5. han kénør dðgdør jénsøns mó:r.
6. han trúf dðgdør jénsøns fð:r i gð:?r.

Doktor Jensen taler med Fru Nielsen.
Doktor Jensen bor uden for Byen.
Doktor Jensen skal møde Ingeniør Nielsen paa
Stationen.
Ingeniør Nielsen kan ikke lide Smørrebrød.
Han kender Doktor Jensens Mor.
Han traf Doktor Jensens Far i Gaar.

III

1. é:?n a ðmæriká:?nørnø ør sýrfð:ør.
2. di har vè:ørð i kðbønkv?n i tré:? mð:nðør.
3. di ve máað gérnø sé:? kðbønkv?n.
4. di mð:ðør en vén i dý:ørhð.vøn.
5. di sé:?r amá:?ljønbd:r slðt.
6. tívoli er de bésdø a de hé:lø.

En af Amerikanerne er Sagfører.
De har været i København i tre Maaneder.
De vil meget gerne se København.
De møder en Ven i Dyrehaven.
De ser Amalienborg Slot.
Tivoli er det bedste af det hele.

1. hán?søn ɔ nêlsøn sbt:ʔsər pɔ: en sdasjó:ʔn.
2. nêlsøn fər smærbɔrð:ʔð ɔ øl.
3. han feg éga nɔg ɔ sbt:sə.
4. hán?søn rý:ʔər en sigørél.
5. nêlsøn bəlá:ʔlər rájneyʔən.
6. de ɛ ft:ər kró:nər ɔ fémʔ ø:ər.

1. fru tsmʔbsøn ɛr ɛŋʔəlsk.
2. hun ka gɔd fərsdɔ:ʔ dánʔsk.
3. hun ve máðð gérnə lá en búś.
4. hun bó:ʔr pɔ: ɛd hotélʔ i kəbənɦəvʔn.
5. hun ve jémʔ ɛ hotélʔəð.
6. hun vé:ʔ éga vər hotélʔəð ɛr.

IV

Hansen og Nielsen spiser paa en Station.
 Nielsen faar Smørrebrød og Øl.
 Han fik ikke noget at spise.
 Hansen ryger en Cigaret.
 Nielsen betaler Regningen.
 Det er fire Kroner og fem Øre.

V

Fru Thompson er engelsk.
 Hun kan godt forstaa Dansk.
 Hun vil meget gerne tage en Bus.
 Hun bor paa et Hotel i København.
 Hun vil hjem til Hotellet.
 Hun ved ikke, hvor Hotellet er.

SECTION D—TRUE-FALSE

To the Group Leader: Section D is a true-false quiz which is to be read to the group by the Guide or the phonograph records. Each student is to write the numbers from 1 to 40 on a sheet of paper. After hearing each statement in Danish, the students are to mark T opposite the number of that statement if they consider it a true statement, and F if they consider it false. If the students understand the Danish they will have no difficulty in deciding whether or not the statements are true or false.

Use the first item in the quiz as a practice item. When you are ready to start, announce "Statement 1," and give the signal to the Guide to begin, or put on the phonograph record. The Guide or the record will then read the Danish statement:

i amé:rika lð:lør man ɛŋ?əlsk.

and will repeat the statement once more. Explain to the group that, since the meaning of this statement is:

You speak English in America.

they should write T after the figure 1 on their papers. Then announce "Statement 2" and continue with the Guide or phonograph record. Each statement in Danish is to be presented twice. When working with a Guide, continue to call the number of each statement throughout the quiz so the students will have no trouble keeping the proper place. Take the quiz with the rest of the group.

In the back of the Guide's manual you will find a list giving the correct answers (T or F) for the Danish items, together with the English translations. After the quiz is over, read to the group the correct answers, T or F for each item. The students are to check their papers. Find the average number of correct answers for your group and include your own answers. Any student who gets less than the average number of answers or less than 80 per cent (whichever is higher) needs more thorough study and review of the preceding units.

Use the rest of the period to repeat the Danish expressions for which students had the wrong answer and read the English equivalents of these statements if they wish to have them. Be sure that the students understand the meaning of all the items which they got wrong; those are the items on which their vocabulary is weak and needs further study.

Section D is a true-false quiz. After you have marked the numbers 1 to 40 on a sheet of paper, your Group Leader will have the Guide read, or will play the phonograph records containing a number of statements in Danish. As you hear each sentence, decide whether the statement it makes is true or false. Decide whether the statement is *usually* true or *usually* false. Do not go into particular cases. If you think the statement is true, mark T opposite

the number corresponding to the number of the sentence that has just been spoken. If you think it is false, mark F opposite the number. The first item will be a practice item and will show you just how you are to proceed with the rest of the sentences.

After you have done this work, the Group Leader will go through your answers with you as a group, and will tell you which statements are true and which are false. Score your paper, counting one for each correct answer. The Group Leader will figure out the average score for your group. If your score falls below the average of the group as a whole, you need more study and review of the previous units.

Use the rest of the period to go over the sentences again with your Guide or records. For each item on which you are wrong, be sure that you understand why you are wrong, and what the true meaning of the item is.

If you come out well on this quiz, that indicates that you have a pretty good understanding of the word stock you have covered to date.

PART TWO

UNIT 7

LET'S TALK ABOUT THE WEATHER

SECTION A—BASIC SENTENCES

Go once through the *Basic Sentences* in unison, then do the *Hints on Pronunciation*, and then go twice more through the *Basic Sentences* individually.

1. Basic Sentences

Tom Smith meets his Danish friend, Niels Hansen, a couple of days after he's had dinner at his home.

Record 13A, beginning.

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
<i>Smith</i> last Hello and thanks for the good time I had at your house.	<i>sist</i> godá:?, o lág for sist; ¹	sidst Goddag, og Tak for sidst.
<i>Hansen</i> You're welcome.	<i>sél? lák;</i>	Selv Tak.
<i>Smith</i> It was a swell evening.	<i>já de var en hýgeli áfdøn;</i>	Ja, det var en hyggelig Aften.

¹ A polite greeting used the first time you see a person after he has entertained you.

Hansen

today
the weather
pleasant
The weather's certainly been
good today.

i dá:?
vè:ərð
dǫjli
i dá:ʔ hgr vè:ərð jo: vè:ərð dǫjlit;

i Dag
Vejret
dejlig
I Dag har Vejret jo været dejligt.

Smith

Yes, it has.

the summer
always

Is it always as nice as this here
in the summer?

já dé hǫ:ʔr dǫ;
sómərən
álʔüðʔ
er sómərən álʔüðʔ sǫ dǫjli hé:ʔr;

Ja, det har det.
Sommeren
altid
Er Sommeren altid saa dejlig her?

Hansen

warm
as
as warm as
year
this year
No, it's not always as warm as
this year.

vgrʔm
sɔm
sɔ vgrʔm sɔm
ɔ:ʔr
i ʃ:ʔr
né:, den e éga álʔüðʔ sɔ vgrʔm sɔm
i ʃ:ʔr;

varm
som
saa varm som
Aar
i Aar
Nej, den er ikke altid saa varm som
Aar.

rule
more
rain
And as a rule we have more rain.

rè:ʔəl
mé:ər
rǫjʔn
ɔ sɔm rè:ʔəl hgr vi mé:ər rǫjʔn;

Regel
mere
Regn
Og som Regel har vi mere Regn.

[7-A] 163

<i>Smith</i>		
the	<i>dí</i>	de
light	<i>lý:sə</i>	lyse
nights	<i>nédər</i>	Nætter
I like the light nights ¹ you have	<i>je ka gód lí:ʔ dí lý:sə nédər dí</i>	Jeg kan godt lide de lyse Nætter, De
here in Denmark.	<i>hə:ʔr hé:ʔr i dánmɑrk.</i>	har her i Danmark.
We don't have them in America.	<i>dé kénər vi ég i amé:ʔrika.</i>	Det kender vi ikke i Amerika.
the winter	<i>vén?dərən</i>	Vinteren
But how's the winter here?	<i>men vɔrdən er vén?dərən hé:ʔr?</i>	Men hvordan er Vinteren her?
<i>Hansen</i>		
short	<i>kórdə</i>	korte
in	<i>əm?</i>	om
mild	<i>míl?t</i>	mildt
The days are very short in the	<i>dá:ənə er máəð kórdə əm vén?dərən,</i>	Dagene er meget korte om Vinteren,
winter but it's generally mild.	<i>men dé ɛ sɔm ré:ʔəl míl?t;</i>	men det er som Regel mildt.
<i>Smith</i>		
snow	<i>sné:ʔ</i>	sne
Does it snow much?	<i>sné:ʔr də máəð;</i>	Sner det meget?
<i>Hansen</i>		
No, not so much.	<i>né: ég sɔ máəð.</i>	Nej, ikke saa meget.

¹ In Denmark from the beginning of May until the beginning of August the sun doesn't set until quite late in the evening and it rises again early in the morning. On the longest day, June 21, for instance, sunrise is about 3:30 A.M. and sunset about 9:15 P.M. Even between sunset and sunrise it doesn't get totally dark. These nights are called *dí lý:sə nédər*.

Record 13B, beginning.

had cold winters last	haft kolde vén ² drø sísdø	haft kolde Vintre sidste
We've had some cold winters the last couple of years, though.	<i>mén vi gr háfd no:n kólø vén²drø di sísd þar í:ðr.</i>	Men vi har haft nogle kolde Vintre de sidste Par Aar.
<i>Smith</i> the spring the fall	<i>fýrð:ðarð éfdarð:ðarð</i>	Foraaret Efteraaret
And how are the spring and fall?	<i>o vordán er fýrð:ðarð o éfdarð:ðarð?</i>	Og hvordan er Foraaret og Efteraaret?
<i>Hansen</i> long	<i>løn²t</i>	langt
The spring is long and mild, but I don't like the fall.	<i>fýrð:ðarð er lôn²d o míl²t, mén éfdarð:ðarð ka je égo lí:ð.</i>	Foraaret er langt og mildt, men Efteraaret kan jeg ikke lide.
<i>Smith</i> why Why not?	<i>vórfðr vðrfðr égo;</i>	hvorfor Hvorfor ikke?
<i>Hansen</i> blow too	<i>blé:sø fðr</i>	blæse for
It's too windy.	<i>de blé:ðsør fðr máðð.</i>	Det blæser for meget.

Smith

think or believe
Do you think we'll have good
weather tomorrow?

Hansen

Yes, I think so.
What are you doing tonight?
along
Don't you want [to come] along
home for dinner?

Smith

Thank you very much but I
can't tonight.
I'm going to the movies with
Dr. Larsen's daughter.

Hansen

nice
girl
She's a nice girl, isn't she?

Smith

Yes, she is.
But I must be on my way home
now.
It's late.
106 [7-A]

tro:?

tror di vi for góð ve: ? r i mórán;

já dé tró: ? r je.
vá sga dí basdél ? a i áfdan?

mæ

ve dí éga mé jém ? a sbl: sá méda;

né: mǫnǫ ták, je kán ? éga i áfdan.

jé sga i biogrǫ: ? fǫn mæ dǫgdǫr
lǫrsæns dǫgdǫr;

sþ: ? ð

pt: a

hún er en sþ: ? ð pt: a, éga;

já dé ér hun.
mén nú mǫ: je sé: ? a kǫma jém ?.

klógan é mǫnǫ.

tro

Tror De, vi faar godt Vejr i Morgen?

Ja, det tror jeg.
Hvad skal De bestille i Aften?
med

Vil De ikke med hjem at spise Middag?

Nej, mange Tak. Jeg kan ikke i Aften.

Jeg skal i Biografen med Doktor
Larsens Datter.

sóð

Pige

Hun er en sóð Pige, ikke?

Ja, det er hun.
Men nu maa jeg se at komme hjem.

Klokken er mange.

Hansen
What time is it?

vá er dæn?

Hvad er den?

Smith
It's six o'clock.

dæn e ségs;

Den er seks.

I just have time to get some cigarettes around the corner here.

*je gr ll:æ ll:æ?ð te æ fð:æ no:n sigaréðar
hé:æ æm jærnæð.*

Jeg har lige Tid til at faa nogle Cigaretter her om Hjørnet.

Hansen
if
hurry (me)
Yes, I'll have to hurry too, if I'm going to be home for dinner.

*ves
sgðna mðj
já je mo: þsæ sgðna mðj, ves je sga
væ:æ jæmæ te méða;*

hvis
skynde mig
Ja, jeg maa ogsaa skynde mig, hvis jeg skal være hjemme til Middag.

Record 14A, beginning.

Smith
Goodby—give my regards to your family.

farvél, æ hlú?æ jæmæ;

Farvel og hils hjemme.

Hansen
Thanks, I will.

1. *lág dæ sgá je.*
2. *lág dæ sgá je;*

Tak, det skal jeg!

pleasure
Goodby—have a good time.

*fornbjælsæ
farvél, æ gó:æ fornbjælsæ;*

Fornøjelse
Farvel, og god Fornøjelse!

Some more numbers

Record 14A, after first spiral.

thirteen	<i>trédan</i>	tretten
fourteen	<i>fjórdan</i>	fjorten
fifteen	<i>fém?dān</i>	femten
sixteen	<i>sjásdan</i>	seksten
seventeen	<i>sødan</i>	syttēn
eighteen	<i>ádan</i>	atten
nineteen	<i>nédan</i>	nitten
twenty	<i>tý:vā</i>	tyve
twenty-one	<i>é:?n ɔ tý:vā</i>	en og tyve
twenty-two	<i>tó:? ɔ tý:vā</i>	to og tyve
thirty	<i>tréðvā</i>	tredive
forty	<i>færa</i>	fyrre
fifty	<i>haltrés</i>	halvtreds
sixty	<i>tres</i>	tres
seventy	<i>halvfjérs</i>	halvfjerds
eighty	<i>fi:?rs</i>	firs
ninety	<i>halfém?s</i>	halvfems
hundred	<i>húnraða</i>	hundrede
one hundred five	<i>éd húnraða ɔ fém?</i>	et Hundrede og fem
three hundred fifty-five	<i>tré:? húnraða ɔ fém? ɔ haltrés</i>	tre Hundrede og fem og halvtreds
thousand	<i>tú:?sān</i>	tusind

NOTE: The numbers from 40 to 90 also have longer forms. They are used less frequently but you may hear them once in a while.

forty	<i>færtý.və</i>	fyrretyve
fifty	<i>haltréensstý.və</i>	halvtredsindstve
sixty	<i>tréensstý.və</i>	tresindstve
seventy	<i>halvfjérsensstý.və</i>	halvfjerdsindstve
eighty	<i>få:rsensstý.və</i>	firsindstve
ninety	<i>halfémrsensstý.və</i>	halvfemsindstve

Before you go through the *Basic Sentences* a second time, read the following:

2. Hints on Pronunciation

1. y and ø.

The sounds y and ø, both long and short, are quite different from any English sounds, so you will want to practice them especially. To make the y:, say *i:*; and as you say it, round your lips as you do when you say *oo*. Be sure that you keep the tip of your tongue pressing against the back of your lower teeth as you round your lips. To make the y-sound, say *i*, but round your lips as you say it. For ø: and ø, say Danish *e:* and *e* but round your lips.

Here are some examples for you to repeat after the Guide or the records.

PRACTICE 1

Record 14A, after second spiral.

<i>tý.və</i>	tyve	twenty
<i>lý:sə</i>	lyse	light
<i>ry:ə</i>	ryge	smoke

ry:ʔər	ryger	smoke(s)
bý:ʔ	By	town or city
pə: gənsyn	Paa Gensyn	See you again
býgner	Bygning	building
hýgəli	hyggelig	pleasant
syvʔ	syv	seven

PRACTICE 2

Record 14A, after third spiral.

flø:ðə	Fløde	cream
mø:ðə	møde	meet
ø:ər	Øre	Øre
frø:ʔgən	Frøken	Miss
øl	Øl	beer
hågəbøf	Hakkebøf	hamburger steak
søðən	syttən	seventeen
[fæ̀rə	fyrre	forty]
dø̀dre	Dø̀tre	daughters

2. The semi-colon.

We told you in the *Comment on the Aids to Listening* in Unit 1 that the semi-colon was used after both questions and statements to show that your voice was rather high at the end.

In *Practice 3* below you have a group of questions marked with semi-colons. Notice that in all of them the speaker's voice is quite high at the end (although in the third one it does go down to a lower tone for the word

170 [7-A]

måræn.) Many, but not all, Danish questions which do not begin with question words like *where, why, how*, end in this way with the voice on a high tone. Some of them, however, as we pointed out in Unit 5, end with the voice low and are marked with a period. In general, the voice is more apt to stay high at the end of short questions than at the end of long ones.

PRACTICE 3

Record 14A, after fourth spiral.

<i>er småræn ál?úð? sɔ dájli hé:ʔr;</i>	Er Sommeren altid saa dejlig her?	Is it always as nice as this here in the summer?
<i>sné:ʔr de máəð;</i>	Sner det meget?	Does it snow much?
<i>tror di vi for góð vé:ʔr i måræn;</i>	Tror De, vi faar godt Vejr i Morgen?	Do you think we'll have good weather tomorrow?
<i>ve di éga mé jém? ɔ sbi:sə méda;</i>	Vil De ikke med hjem at spise Middag?	Don't you want to come along home for dinner?
<i>kòmær man dærté mæ bú:s;</i>	Kommer man dertil med Bus?	Do you go there by bus?
<i>bo:ʔr di hé:ʔr i bý:ʔæn;</i>	Bor De her i Byen?	Do you live here in town?
<i>hún er en.sø:ð pt:ə, éga;</i>	Hun er en sød Pige, ikke?	She's a nice girl, isn't she?

In *Practice 4* you have a group of statements marked with semi-colons. Notice that the speaker's voice doesn't go down to a real low tone at the end, but ends up in the air on a comparatively high tone. You may have observed that statements end this way quite frequently in Danish. When the speaker expects something else to be said, either by himself or by someone else, he often keeps his voice up at the end instead of making it go way down. And polite phrases like *tág for stst*; you will often hear said in this way.

[7-A] 171

PRACTICE 4

Record 14A, after fifth spiral.

tág fər síst;

*dé ε mi:n vén frə amé:ʔrika,
gəràjʔər smét;*

sʃ sga vi sé:ʔ amá:ʔljənbð:ʔr slʃt;

míd nəvʔn ε bel bədlər;

o míd nəvʔn ε tɔmʔ smét;

Tak for sidst.

Det er min Ven fra Amerika,
Gaardejer Smith.

Saa skal vi se Amalienborg Slot.

Mit Navn er Bill Butler.

Og mit Navn er Tom Smith.

Thanks for the good time I had with
you.

This is my friend from America,
Mr. Smith.

Then we're going to see Amalienborg
Castle.

My name's Bill Butler.

And my name's Tom Smith.

SECTION B—WORD STUDY

1. Word Study (Individual Study)

1. The possessive form of nouns.

Observe the following:

*dé ε tɔmʔs əməríkə:ʔnsgə vén sɔm
je tráf i gʃ:ʔr.*

*jé sga i biográf:ʔfən me dɔgdər
lårsəns dádər;*

*sga di sé:ʔ nó:n a býgneʔərənə frə
kréstjan den fjé:ərs tí:ʔð;*

Det er Toms amerikanske Ven, som
jeg traf i Gaar.

Jeg skal i Biografen med Doktor
Larsens Datter.

Skal De se nogle af Bygningerne fra
Christian den Fjerdes Tid?

That's Tom's American friend whom I
met yesterday.

I'm going to the movies with Dr.
Larsen's daughter.

Are you going to see any of the build-
ings from the time of Christian the
Fourth?

Look at the words in heavy type in these sentences. As you see, the expressions *Tom's ven* and *døgdar Larsens dōdər* are very much like the corresponding English expressions, "Tom's friend" and "Dr. Larsen's daughter". In Danish you add an s-sound to the word or group of words referring to the person or persons who have or possess something. The form of a noun with the added s is called the **possessive** form. Notice that in Danish you say *krøstjan den fjē:ars li:²ð*, 'Christian the Fourth's time', where in English we say more commonly "the time of Christian the Fourth".

2. Danish equivalents of "good", "long", "cold", etc.

Observe the following:

<i>tror di vi fər gōd vē:²r i mōrən;</i>	Tror De, vi faar godt Vejr i Morgen?	Do you think we'll have good weather tomorrow?
<i>o sō sga vi i tivoli o fē:² əs en gō:² mēda.</i>	Og saa skal vi i Tivoli at faa os en god Middag.	And then we're going to Tivoli and have a good dinner.
<i>i dā:² har vē:²ərð jo vē:²ərð dājlit.</i>	I Dag har Vejret jo været dejligt.	The weather's certainly been good today.
<i>er sōmərən dī²līð² sō dājli hē:²r;</i>	Er Sommeren altid saa dejlig her?	Is it always as nice as this here in the summer?
<i>fōrð:²ərð er lān²d o mīl²t.</i>	Foraaret er langt og mildt.	The spring is long and mild.
<i>vi ər hāfd no:n kōlā vēn²drə di sīsd pər f:²r.</i>	Vi har haft nogle kolde Vintre de sidste Par Aar.	We've had some cold winters the last couple of years.
<i>je kə gōd li:² di lī:sə nēdər di hā:²r hē:²r i dānmārk.</i>	Jeg kan godt lide de lyse Nætter, De har her i Danmark.	I like the light nights you have here in Denmark.

Look at the words in heavy type in these sentences. Words like "good", "pleasant", "long", "cold", etc., that are used to describe something, are called **adjectives**. As you see, some of the Danish adjectives in these sentences—

[7-B] 173

god, *dájlit*, *lqŋʔd*, and *milʔt*—end in *t* or *d*. Others—*kʂlə* and *lý:sə*—end in *ə*. Still others—*go:ʔ* and *dəjli*—don't have any special ending. Most Danish adjectives have forms like all three of these. Look at the following lists of the adjectives you know and you will see what these three forms are.

Basic form		<i>t</i> -form		<i>ə</i> -form		English Equivalent
<i>hýgəli</i>	hyggelig	<i>hýgəlit</i>	hyggeligt	<i>hýgəliə</i>	hyggelige	enjoyable
<i>tiðli</i>	tidlig	<i>tiðlit</i>	tidligt	<i>tiðliə</i>	tidlige	early
<i>vénli</i>	venlig	<i>vénlit</i>	venligt	<i>vénliə</i>	venlige	kind, pleasant
<i>dəjli</i>	dejlig	<i>dəjlit</i>	dejligt	<i>dəjliə</i>	dejlige	lovely, pleasant
<i>sanʔ</i>	sand	<i>sanʔt</i>	sandt	<i>sənə</i>	sande	true
<i>kəlʔ</i>	kold	<i>kəlʔt</i>	koldt	<i>kʂlə</i>	kolde	cold
<i>lqŋʔ</i>	lang	<i>lqŋʔt</i>	langt	<i>lqŋə</i>	lange	long
<i>milʔ</i>	mild	<i>milʔt</i>	mildt	<i>milə</i>	milde	mild
<i>vqrʔm</i>	varm	<i>vqrʔmt</i>	varmt	<i>vqrmə</i>	varme	warm
<i>he:ʔl</i>	hel	<i>he:ʔlt</i>	helt	<i>hélə</i>	hele	whole

Compare the different forms of the same adjectives in the three columns above.

As you see, the form in the first column has no special ending. This we will call the **basic form** of the adjective.

The form in the second column is made by adding *t* to the simple form. This we will call the **t-form**. (Of course, the *t* changes to *d* when the word comes in the middle of a sentence.)

The form in the third column is made by adding *ə* to the simple form. This we will call the **ə-form**. Notice that the *ə*-form never has the catch, even though the basic form and the *t*-form do.

Most Danish adjectives work like this, so that if you know the basic form, you can easily make the other two. Therefore, for adjectives that go like this, we will give only the basic form in the *Finder Lists*.

174 [7-B]

Now look at these two adjectives.

Basic form		t-form	a-form		English Equivalent
ly: ² s	lys	lyst	lyst	lyse	light
sø: ² ð	sød	søt	søt	søde	nice, sweet

Notice that the t-forms of these two adjectives are made a little differently. The vowel of the t-form is short, although the vowel of the basic form is long, and the catch is left out in the t-form as well as the a-form. In the case of *søt*, the *ð* is also left out when the *t* is added. Whenever there is an irregularity like this in any form of an adjective, we will give you the pronunciation of that form in the *Finder Lists*.

Finally look at these adjectives.

Basic form		a-form		English Equivalent
ðmariká: ² nsk	amerikansk	ðmariká: ² nsga	ameri ² anske	American
éη ² alsk	engelsk	éη ² alsga	engelske	English
dan ² sk	dansk	dánsga	danske	Danish
entrásán ² t	interessant	entrásán ² dá	interessante	interesting
kort	kort	kórdá	korte	short
sist	sidst	sísdá	sidste	last
best	bedst	bésdá	bedste	best

The adjectives in this list, as you see, have only two forms, a basic form and an a-form. Adjectives whose basic form ends in *t* or in groups of consonants like *nsk* and *lsk* don't have any special t-form. The one basic form corresponds to both the basic form and the t-form of other adjectives. The *t* and *k* at the end of the basic forms are, of course, changed to *d* and *g* when the *a* is added. Notice that the catch is kept in the a-forms *ðmariká:²nsga*, *éη²alsga* and *entrásán²dá*, but not in *dánsga*. In the *Finder Lists* both forms of such adjectives will be given.

[7-B] 175

The adjective *gó:ʔ*, 'good', is irregular in several ways. The simple form, as you have learned, is pronounced either *gó:ʔ* or *gó:ʔð*, the t-form is *gót*, and the ə-form is *gó:ðə* or *gó:ə*.

The adjective *líla*, 'little' is irregular in that it has only that one form. It also has another peculiarity which you'll learn about in Unit 10.

2. How to use the three forms of the adjective.

Now that you know the three forms that a Danish adjective has, let's see how they are used.

- | | | |
|--|---|---|
| 1. <i>o sʃ sga vi i tivoli o fʃ:ʔ əs en
gó:ʔ méda.</i> | Og saa skal vi i Tivoli at faa os en
god Middag. | And then we're going to Tivoli and
have a good dinner. |
| 2. <i>de var en hýgəli áfdən;</i> | Det var en hyggelig Aften. | It was a swell evening. |
| 3. <i>hún er en sʃ:ʔð pt:a, éga;</i> | Hun er en sød Pige, ikke? | She's a nice girl, isn't she? |
| 4. <i>er sʃmərən ál?nð? sʃ dájli
hé:ʔr;</i> | Er Sommeren altid saa dejlig her? | Is it always as nice as this here in the
summer? |
| 5. <i>go: áfdən;</i> | God Aften. | Good evening. |
| 6. <i>den e éga ál?nð? sʃ vərʔm sʃm
i ʃ:ʔr;</i> | Den er ikke altid saa varm som i
Aar. | It's not always as warm as this year. |
| 7. <i>ve dí vé:ər sʃ vénli o st:a me va
klógən ér.</i> | Vil De være saa venlig at sige mig,
hvad Klokken er. | Will you please tell me what time it is? |

The adjectives in these sentences, as you see, have the basic form. Notice how they are used. In the first five sentences they are used with en-nouns. In the sixth sentence, the adjective *varʔm* refers back to *den* which obviously stands for an en-noun. In the last sentence the adjective *vénli* refers to *dí*, 'you'. So we can say that the basic form of the adjective is used:

1. with en-nouns,
2. with words like *den* which stand for en-nouns,
3. with words like *dí*, *han*, *hun*, etc., which stand for a person.

Now look at the following sentences:

- | | | |
|--|--|--|
| 1. <i>fjrd:ərð er lánʔd ə mflʔt.</i> | Foraaret er langt og mildt. | The spring is long and mild. |
| 2. <i>tror di vi fjr gód vé:ʔr i mórən;</i> | Tror De, vi faar godt Vejr i Morgen? | Do you think we'll have good weather tomorrow? |
| 3. <i>i dá:ʔ hqr vé:ʔərð jo vé:ərð dájlit;</i> | I Dag har Vejret jo været dejligt. | The weather's certainly been good today. |
| 4. <i>de e som ré:ʔəl mflʔt;</i> | Det er som Regel mildt. | It's generally mild. |
| 5. <i>de e gód frøgan lårsən gər mé dəm.</i> | Det er godt, Frøken Larsen gaar med Dem. | It's good that Miss Larsen's going with you. |
| 6. <i>de e dé:ʔr kónən bó:ʔr, éqə sánʔt;</i> | Det er der, Kongen bor, ikke sandt? | The king lives there, doesn't he? |

The adjectives in these sentences, as you see, have the t-form. Notice that in the first three sentences they are used to describe or refer to et-nouns; in the fourth and fifth sentences, they are used with *de*, 'it'; and in the last sentence, *sánʔt* is used in the special phrase, *éqə sánʔt*, which is tacked onto the end of a statement to make it into a question. The t-form of an adjective, then, is used:

1. with et-nouns,
2. with *de*, 'it'
3. in special phrases like *éqə sánʔt*.

Finally look at the following sentences:

- | | | |
|---|---|---|
| 1. <i>vi qr háfd no:n kólə vénʔdrə di sísd¹ þqr ʃ:ʔr.</i> | Vi har haft nogle kolde Vintre de sidste Par Aar. | We've had some cold winters the last couple of years. |
|---|---|---|

¹ *sísd* here is a rapid pronunciation of the ə-form *sísdə*, with the final ə left off.

2. <i>dá:ʔnə er mæð kórðə ɔm vén?dərən</i>	Dagene er meget korte om Vinteren.	The days are very short in the winter.
3. <i>je ka góð lɛ:ʔ di lý:sə nédər di há:ʔr hē:ʔr i dánmørk.</i>	Jeg kan godt lide de lyse Nætter, De har her i Danmark.	I like the light nights you have here in Denmark.
4. <i>ɔ vá me laŋəlɛ:njə ɔ den lɪlə həvfrú:ə?</i>	Og hvad med Langelinie og den lille Havfrue?	And what about Langelinie and the little mermaid?
5. <i>de blɪər de bésdə ɔ lá: ɛstɔ:ʔɣəð.</i>	Det bliver det bedste at tage S-Toget.	It'll be best to take the S-train.
6. <i>dé ɛ mi:n əməríká:ʔnsgə vén, bél bódɪər.</i>	Det er min amerikanske Ven, Bill Butler.	That's my American friend, Bill Butler.
7. <i>de ɛ tɔmʔs əməríká:ʔnsgə vén sɔm je tráf i gɔ:ʔr.</i>	Det er Toms amerikanske Ven, som jeg traf i Gaar.	That's Tom's American friend whom I met yesterday.

The adjectives in these sentences have the *a*-form as you can see. Look first at *kólə* in the first sentence and *kórðə* in the second sentence. They are used with plural nouns just as the basic form is used with en-nouns and the *t*-form with et-nouns. Now look at the expressions *di lý:sə nédər*, *den lɪlə həvfrú:ə*, *de bésdə*, *mi:n əməríká:ʔnsgə vén* and *tɔmʔs əməríká:ʔnsgə vén*. Notice first that when you have an expression corresponding to English "the" plus an adjective before a noun, you don't use the ordinary the-form of the noun in Danish. Instead you use a separate word for "the"—*den* with en-nouns, *de* with et-nouns and *di* with plural nouns.

Notice secondly that after these words for "the", after the possessive form of a noun, like *tɔmʔs*, and after words like *mi:n*, you use the *a*-form of the adjective whether the noun is an en-noun, an et-noun or a plural noun.

Notice finally that in the expression *de bésdə* you don't have any noun after the adjective at all.

So we can say that the *a*-form of the adjective is used:

1. with plural nouns and

2. after the possessive form of a noun and after words like *den*, *de*, *di*, 'the', *mi:ʔn*, *mit* or *mt:nə*, 'my', *dérəs*, 'your', and a few other words you'll learn about later, either with or without a following singular or plural noun.

It's a little hard for an English speaker to get used to making these changes in the form of an adjective, since we don't do it in English. Remember:

1. ə-form always with plural nouns.
2. basic form with en-nouns, t-form with et-nouns except after *den* (*de*, *di*), 'the', *mi:ʔn* (*mit*, *mt:nə*), 'my', *dérəs*, 'your', etc., where you use the ə-form.

One of the most difficult things is to remember to use the basic form or the t-form after *en* and *et*, but the ə-form after *den* and *de*.

Observe the following expressions:

<i>hé:lə dá:ʔən</i>	hele Dagen	all day
<i>hé:lə bý:ʔən</i>	hele Byen	the whole town

These expressions with *he:lə* don't fit into the descriptions given above. The adjective *he:ʔl* is peculiar in that the ə-form is often used with the the-form of a noun, instead of with *den* (*de*, *di*) and the basic form of the noun.

4. *jo:*.

i dá:ʔ hq̃r vé:ʔərð jo vè:ərð dájlit; I Dag har Vejret jo været dejligt. The weather's certainly been good today.

The Danish word *jo:*, as you know, corresponds in some cases to the English "yes", but when it comes in the middle of the sentence, it is used to imply that the person spoken to already knows what the speaker is saying. There is really no one English equivalent for this. Sometimes it corresponds to "certainly", as in the above example,

[7-B] 179

sometimes to "you know", and sometimes we wouldn't use any English word at all to correspond to *jo*:. We'll collect some more examples for you later on, but in the meantime watch for it as you go through the *Basic Sentences*.

5. The plural form *nédar*, 'nights' which you learned in this unit is irregular, since the singular of this noun is *nat*.

2. Covering the English and Danish of Word Study (Individual Study)

Check yourself on your knowledge of the *Word Study* by covering first the English, then the Danish, and making sure you know everything thoroughly.

3. Review of Basic Sentences

With the Guide or records, review the first half of the *Basic Sentences* as in previous units.

SECTION C—REVIEW OF BASIC SENTENCES

1. Review of Basic Sentences (Cont.)

Review the second half of the *Basic Sentences*.

2. Covering the English of the Basic Sentences (Individual Study)

Go through the *Basic Sentences* covering up the English and reading aloud the Danish. Check up on anything you do not know, until you are sure of everything.

3. What Would You Say? (Individual Study)

A. Here is a short paragraph about the weather. Most of the sentences have one or more blanks in them. Fill in each blank with the adjective given opposite it on the right. These adjectives are given in the basic form. If that form fits in the sentence, use it as it is. If it doesn't fit, change it to the form that does go into that particular sentence.

- | | |
|---|--|
| 1. <i>je bó:ʔr i dánmærg lɛ:ə ú:ðənfər kəbənɦvʔn.</i>
(Jeg bor i Danmark lige uden for København.) | |
| 2. <i>səm rɛ:ʔəl ɛr vé:ʔərð máəð ———.</i>
(Som Regel er Vejret meget ———.) | <i>go:ʔ</i>
(god) |
| 3. <i>de ——— fʃrð:ʔr ɛr ——— ɔ ———.</i>
(Det ——— Foraar er ——— og ———.) | <i>danʔsk, læŋʔ, mɪlʔ</i>
(dansk, lang, mild) |
| 4. <i>səmərən ɛr ———.</i>
(Sommeren er ———.) | <i>dʒjli</i>
(dejlig) |
| 5. <i>den ɛ ɛgə fər ———, ɔ di ——— nédər kə je gʊd lɛ:ʔ.</i>
(Den er ikke for ———, og de ——— Nætter kan jeg godt lide.) | <i>vərʔm, ly:ʔs</i>
(varm, lyse) |
| 6. <i>ɛfðərð:ʔərð ɛr ———, mən de blɛ:ʔsər máəð.</i>
(Efteraaet er ———, men det blæser meget.) | <i>dʒjli</i>
(dejlig) |
| 7. <i>vi hər háfð nɔ:n ——— vénʔdrə di ——— pər ʃ:ʔr.</i>
(Vi har haft nogle ——— Vintre de ——— Par Aar.) | <i>kəlʔ, sɪst</i>
(kold, sidst) |
| 8. <i>mən səm rɛ:ʔəl ɛr di ——— vénʔdrə ———.</i>
(Men som Regel er de ——— Vintre ———.) | <i>danʔsk, mɪlʔ</i>
(dansk, mild) |

- | | |
|---|---|
| 9. <i>da sné:ʔ- éga sɔ mǎð, ɔ de ɛ éga sɔ ———.</i>
(De sner ikke saa meget, og det er ikke saa ———.) | <i>kɔlʔ</i>
(kold) |
| 10. <i>je hǎ:ʔr en ——— vén, sɔm bó:ʔr i sjiká:go.</i>
(Jeg har en ——— Ven, som bor i Chicago.) | <i>ǎmariká:ʔnsk</i>
(amerikansk) |
| 11. <i>hán stǎr a vé:ʔrð dé:ʔr ɛr éga sɔ ——— sɔm hǎ:ʔr i dǎnmark.</i>
(Han siger, at Vejret der er ikke saa ——— som her i Danmark.) | <i>go:ʔ</i>
(god) |
| 12. <i>ɔm vénʔdǎrǎn ɛr de fǎr ———, ɔ ɔm sǎmǎrǎn ɛr de fǎr ———.</i>
(Om Vinteren er det for ———, og om Sommeren er det for ———.) | <i>kɔlʔ, vǎrʔm</i>
(kold, varm) |
| 13. <i>de ——— ǎfdǎrð:ʔr ɛr ——— ɔ ———, mǎn fǎrð:ʔrð ɛr ǎlʔùðʔ fǎr ———.</i>
(Det ——— Efteraar er ——— og ———, men Foraaret er altid for ———.) | <i>ǎmariká:ʔnsk, lǎʔ, dǎjli, kort</i>
(amerikansk, lang, dejlig, kort) |

B. In the left-hand column on the following page, you have phrases which include an adjective followed by a blank. In the right-hand column you will find a list of nouns to use in these blanks. Choose a noun from the right-hand column that fits into the blank on the left and then make a sentence using the completed phrase and other Danish words you know. For instance, for the first one you could put the noun *dǎdǎr* into the phrase *dǎrǎs sǎ:ðǎ* ——— and then make a sentence like *je trǎf dǎrǎs sǎ:ðǎ dǎdǎr i gǎ:ʔr*. More than one of the nouns may fit into the same blank.

Of course, you won't all end up with the same sentences. Just be sure that the nouns and adjectives go together according to what you learned in the *Word Study* of this Unit. Don't write anything down, but practice your sentences aloud till you can say them easily.

1. <i>dèrəs sþ:ðə</i> ———	(Deres søde ———)	<i>dá:ə</i>	(Dage)
2. <i>mǫŋə entrəsánʔdə</i> ———	(mange interessante ———)	<i>ven</i>	(Ven)
3. <i>en máəð vǫrʔm</i> ———	(en meget varm ———)	<i>bǫrʔn</i>	(Barn)
4. <i>no:n kʰlə</i> ———	(nogle kolde ———)	<i>dǫdər</i>	(Datter)
5. <i>ed tʰðlid</i> ———	(et tidligt ———)	<i>pǫr mʰ:nðər</i>	(Par Maaneder)
6. <i>en hýgəli</i> ———	(en hyggelig ———)	<i>vanʔ</i>	(Vand)
7. <i>dǫjliə</i> ———	(dejlige ———)	<i>mʰrən</i>	(Morgen)
8. <i>en gó:ʔ</i> ———	(en god ———)	<i>býgneŋʔər</i>	(Bygninger)
9. <i>ed lɪlə</i> ———	(et lille ———)	<i>vénʔdərə</i>	(Vintre)
10. <i>gó:ðə ǫməríká:ʔnsgə</i> ———	(godt amerikanske ———)	<i>sʰmər</i>	(Sommer)
11. <i>di lǫŋə, lý:sə</i> ———	(d: lange, lyse ———)	<i>tə:ʔɣ</i>	(Tog)
12. <i>den ɛŋʔəlsɡə</i> ———	(den engelske ———)	<i>sigərédər</i>	(Cigaretter)
13. <i>dánsɡə</i> ———	(danske ———)	<i>áfdnər</i>	(Aftener)
14. <i>di sɪsdə</i> ———	(de sidste ———)	<i>áfðən</i>	(Aften)
15. <i>en dǫjli</i> ———	(en dejlig ———)	<i>kró:nər</i>	(Kroner)
16. <i>kʰlʔd</i> ———	(koldt ———)	<i>kʰŋə</i>	(Konge)

SECTION D—LISTENING IN

1. What Did You Say?

A. The Group Leader will have you take turns reading the Danish with the form of the adjectives that fits. Speak up if you hear something you don't agree with. Talk it over with the other members of the group and decide what you should say.

B. The Group Leader will call on you to take turns saying the sentences you have made. If you have a Guide, he will tell you when he hears a sentence that is not good Danish. If you don't have a Guide, criticize each other.

2. Word Study Check-Up

As you have done in the previous units, go back to the *Word Study* and give the correct Danish for each English expression without having to read it from the book. The Group Leader or one of the members of the Group should read the English.

3. Listening In

With your book closed, listen to the following conversations as read by the Guide or phonograph record. Repeat the Danish immediately after hearing it. After the first repetition of each conversation, check up on the meaning of anything you do not understand, by asking someone else or by going back to the *Basic Sentences* if no one knows. Repeat again with books open, if necessary, then take parts and carry on the conversation.

1. *Mr. Knudsen and Bill Butler meet on the street after work a few days after Bill has had dinner at the Knudsen's house.*

Record 14A, after sixth spiral.

sættes:ør knúsen

sga vi ég gø: én? pø: en resdorøg ɔ f3:2 ed glas øl.

184 [7-D]

Sagfører Knudsen

Skal vi ikke gaa ind paa en Restaurant at faa et Glas Øl?

ðensjónjör bádla
jó: lá os dé.
máþa lá_ for síst;
dé var en máað hýgali áfdan;

sðrjð:or knúson
sga vi go: é:² hé:²r;
je hq:²r li:²a tý:²a minúðar.

Record 14B, beginning.

ðensjónjör bádla
vör sga dt hén??

sðrjð:or knúson
je sga i biogrú:²fan me mi:n kó:ná klógan sýv?
men je tró:²r li:²a vi har li:²a te ² fí:² nð:²ð¹ smærbrð:²ð.

2. In the restaurant.

Record 14E, after first spiral.

ðensjónjör bádla
vá ve dt há:² sðrjð:or knúson?

sðrjð:or knúson
je ve gérna ha smærbrð:²ð ² øl.

¹ nð:²ð corresponds to English "some" as well as "something". It is used with et-nouns.

Ingeniør Butler
Jo, lad os det.
Mange Tak for sidst.
Det var en meget hyggelig Aften.

Sagfører Knudsen
Skal vi gaa ind her?
Jeg har lige tyve Minutter.

Ingeniør Butler
Hvor skal De hen?

Sagfører Knudsen
Jeg skal i Biografen med min Kone Klokken syv.
Men jeg tror lige, vi har Tid til at faa noget Smørrebrød.

Ingeniør Butler
Hvad vil De have, Sagfører Knudsen?
Sagfører Knudsen
Jeg vil gerne have Smørrebrød og Øl.

Ensjeñjör bñdlär

já dé ve je ðsa;

tjé:när! mo: vi fð: ? nð:ðñ smæðræð: ?ð ɔ tó: ? glas þl.

tjé:när

já gærna hér.

sðrff:ær knúsan

hgr di vè:ærð rón?d ɔ sé: ? bý: ?an;

Ensjeñjör bñdlär

já dé hð: ?r je, me mi: n ven tsm? ɔ dðgdær lðrsens dðdær;

sðrff:ær knúsan

ónsgyl?, men nú mo: jé gð: ?.

klðgæn er mðga.

Ensjeñjör bñdlär

mo: di dé;

hgr di éga tð: ?ð te ɔ sbt: sð led mð:ær;

sðrff:ær knúsan

né: mðga tðk.

je mo: sgðna mðj, ves je sga mð:ðð mi: n kó: na klðgæn sfo?;

188 [7-D]

Ingeniør Butler

Ja, det vil jeg ogsaa.

Tjener! Maa vi faa noget Smørrebrød og to Glas Øl?

Tjener

Ja, gerne Herr.

Sagfører Knudsen

Har De været rundt at se Byen?

Ingeniør Butler

Ja, det har jeg—med min Ven Tom og Doktor Larsens Datter.

Sagfører Knudsen

Undskyld, men nu maa jeg gaa.

Klokken er mange.

Ingeniør Butler

Maa De det!

Har De ikke Tid til at spise lidt mere?

Sagfører Knudsen

Nej, mange Tak.

Jeg maa skynde mig, hvis jeg skal møde min Kone
Klokken syv.

ðensjónjör bóðlör
tjé:nær mo: je f3:ʔ rðjneyʔæn.

sðrʃʔ:ør knúson
né:, la nú mðj bólá:ʔlæ i dá:ʔ.
vor máðð æ déʔ

tjé:nær
táð, dé æ ló:ʔ kró:nær ɔ t4:ʔ.

sðrʃʔ:ør knúson
vérs gó:ʔ, hé:ʔr er ló:ʔ kró:nær ɔ fémmʔ ɔ tʃ:væ.

tjé:nær
mðŋə lág hér.

3. Bill and Mr. Knudsen are walking down the street toward the theatre.

Record 14B, after second spiral.

sðrʃʔ:ør knúson
je kénær þæ frðgæn lðrsæn.

dðgdær lðrsæn er é:ʔn æ m4:næ gó:ðæ vénær;
hún er en sð:ʔð þ4:æ, éga sánʔl;

ðensjónjör bóðlör
já ér hun éga;
je h5:bær hun vel g5: i sgðvʔæn mæ t5mʔ ɔ mðj i mðræn.

Ingeniør Buller

Tjener, maa jeg faa Regningen?

Sagsfører Knudsen

Nej, lad nu mig betale i Dag.

Hvor meget er det?

Tjener

Tak, det er to Kroner og ti.

Sagsfører Knudsen

Værsaagod, her er to Kroner og fem og tyve.

Tjener

Mange Tak, Herr.

Sagsfører Knudsen

Jeg kender ogsaa Frøken Larsen.

Doktor Larsen er en af mine gode Venner.

Hun er en sød Pige, ikke sandt?

Ingeniør Buller

Ja, er hun ikke!

Jeg haaber, hun vil gaa i Skoven med Tom og mig i
Morgen.

[7-D] 107

sørfør knúson
sga di i dý:ørhá:vøn.

ðensjónjör bádla
já ves vé:ørð blær gó;
tror di vi for rójn;

sørfør knúson
né: dé tró:ør je éga.
de blé:ør for máað.

ðensjónjör bádla
blé:ør de máað i dánmark;

sørfør knúson
já de blé:ør hé:la s:ørð, o smærn er éga so vgrm
som i amé:rika;
men vi hq:ør ed dajlid lqnd éfdord:ør.

ðensjónjör bádla
já dé hqr vi sa i amé:rika, men frd:ørð er ál?að? for
krt.

o vi hqr éga di ly:sa nádor som di hq:ør hé:ør om smærn.

men vordán ér den dásge vén?dar?

188 [7-D]

Sagsfører Knudsen
Skal De i Dyrehaven?

Ingeniør Buller
Ja, hvis Vejret bliver godt.
Tror De, vi faar Regn?

Sagsfører Knudsen
Nej, det tror jeg ikke.
Det blæser for meget.

Ingeniør Buller
Blæser det meget i Danmark?

Sagsfører Knudsen
Ja, det blæser hele Aaret, og Sommeren er ikke saa
varm som i Amerika.

Men vi har et dejligt langt Efteraar.

Ingeniør Buller
Ja, det har vi ogsaa i Amerika, men Foraaret er altid
for kort.

Og vi har ikke de lyse Nætter, som De har her om
Sommeren.

Men hvordan er den danske Vinter?

sðryfð:er knúson
den e som ré:al mill?, o de sné:er éga máað.
men vi ar háfd de máað kíl?i di sílða þar 3:er.

ensjønjør bódlar
ja hé:er ér biogrú:fon, so jé ve si: farvél o gó:
fornsj?also.

sðryfð:er knúson
já tág sga di há: bel.
je h5:bør di f3:er en gó: dá: i m3ron.

ensjønjør bódlar
dè h5:bør je 3sa;
farvél, o híl?s úðræs kó:nø frg: maj.

sðryfð:er knúson
já tág, dè sgál? je;
farvél farvél;

Sagfðrer Knudsen
Den er som Regel mild, og det sner ikke meget.
Men vi har haft det meget koldt de sidste Par Aar.

Ingeniør Butler
Ja, her er Biografen, saa jeg vil sige Farvel og god
Fornøjelse.

Sagfðrer Knudsen
Ja, Tak skal De have, Bill.
Jeg haaber, De faar en god Dag i Morgen.

Ingeniør Butler
Det haaber jeg ogsaa.
Farvel, og hils Deres Kone fra mig.

Sagfðrer Knudsen
Ja Tak, det skal jeg.
Farvel, Farvell

SECTION E—CONVERSATION

1. Covering the Danish of the Basic Sentences (Individual Study)

Cover the Danish of the *Basic Sentences* and practice saying the Danish equivalents of the English expressions.

2. Vocabulary Check-Up

Give the Danish expressions for the English equivalents in the *Basic Sentences* as the Group Leader calls for them.

3. Conversation

As you have done in the *Conversation* in the previous units, begin to converse by following the models outlined below fairly closely; then change the situations somewhat. Invent new combinations of subject matter.

1. You meet a friend and say hello. The friend remarks that the weather's not so good today. You agree that it isn't and ask him if he thinks you'll have rain tomorrow. He says no, that he thinks the weather will be good. You say you hope so. You explain that you're going to Dyrehaven with your wife if the weather is good. He wishes you a good time and leaves, saying that he has to hurry if he's going to meet his son at five o'clock.
2. An American and a Dane are comparing the weather in their countries. The American asks the Dane if it's always as cold as it is this year. The Dane says no, that it's generally mild in the winter, but it's been very cold the last few years. He asks the American how it is in Chicago where he lives. The American says that it's very cold in the winter and very warm in the summer. The Dane asks if it snows much and the American tells him that it does. And in the summer they don't have the light nights as in Denmark. He says that he likes them very much. The Dane says yes, that summer in Denmark is very pleasant and not too warm. He says that spring and fall are pleasant too, but that it's very windy. The American says that they have a long, pleasant fall in Chicago, but that the spring is very short.
3. You have an appointment for an interview for a job as a carpenter. You go in to see the boss whose name is Knudsen and say "Good day" to him. He says "Good day" to you. You tell him that your name is ———, that you're an American, and that you'd like to work there. He asks you what you do in America. You say that you're a carpenter. He asks how long you've been in Denmark and how long you're going to be there. You tell him that you've been there for six months and will probably

be there for a few years. He asks how long you've been a carpenter and you tell him seven years. He tells you to come tomorrow at eight o'clock. You thank him and say good-by.

4. Take turns talking about the weather in the part of the country you come from. Describe the four seasons, the heat, cold, amount of snow and rain, etc.

SECTION F—CONVERSATION (Cont.)

Continue the conversations started in Section E, with a review of parts 1 and 2 of this section if necessary.

Finder List

áðan (atten) eighteen
ál?áð? (altid) always
blé:sə, blé:ʔsər (blæse) blow
də:jlí (dejlig) pleasant
dí (de) the
éfdərð:ʔr, éfdərð:ʔərð,— (Efteraar, -et, —) fall
fém?dən (femten) fifteen
fí:ʔrs (firs) or *fí:ʔrsensí:ʔvə* (firsindstyve) eighty
fjórdən (fjorten) fourteen
fárrə (fyrre) or *fárrə:ʔvə* (fyrretyve) forty
fər (for) too
fərð:ʔr, fərð:ʔərð,— (Foraar, -et, —) spring

forníj?əlsə, -n, -r (Fornøjelse, -n -r) pleasure
gó: fərníj?əlsə (Goo Fornøjelse) Have a good time
haft (haft) had
halfém?s (halvfems) or *halfén:ʔsensí:ʔvə* (halvfemsinds-tyve) ninety
halfjérs (halvfjerds) or *halfjérsensí:ʔvə* (halvfjerdsinds-tyve) seventy
haltrés (halvtreds) or *haltrésensí:ʔvə* (halvtredsindstyve) fifty
hí:nrəðə (hundrede) hundred
i dá:ʔ (i Dag) today
kə?ʔ (kold) cold

kort, kŕda (kort) short
lŕŕ? (lang) long
ly:ʔs, lyst, lŕ:sə (lys) light
mɛ (med) along
mɛ:ər (mere) more
mŭl? (mild) mild
nat, nádən, nédər (Nat, Natten, Nætter) night
nédən (nitten) nineteen
nédər: see *nat*
pt:ə, -n, -r (Pige, -n, -r) girl
rgjʔn, -ən (Regn, -en) rain
rɛ:ʔəl, rɛ:ʔələn, rɛ:ʔlər (Regel, -en, Regler) rule
sɔm rɛ:ʔəl (som Regel) as a rule, generally
sŕjsdən (seksten) sixteen
sgŕnə mŕj (skynde mig) hurry (me)
sist, slsdə (sidst, -e) last
sne:ʔ (sne) snow
sŕdən (syttten) seventeen
sɔm (som) as
sɔ . . . sɔm (saa . . . som) as . . . as

sŕmar, -ən, sŕmrə (Sommer, -en, Somre) summer
sŕ:ʔð, sŕl, sŕ:ðə (sŕd) sweet, nice
tres (tres) or *trɛsensŕy:və* (tresindstyve) sixty
trédən (tretten) thirteen
trédvə (trediv) thirty
tro:ʔ (tro) think, believe
tú:ʔsən (tusind) thousand
tŕy:və (tyve) twenty
ɛ:ʔn ɔ tŕy:və (en og tyve) twenty-one
tó:ʔ ɔ tŕy:və (to og tyve) twenty-two
vgrʔm (varm) warm
vɛ:ʔdər, -ən, vɛnʔdrə (Vinter, -en, Vintre) winter
ve:ʔr, vɛ:ʔərð (Vejr, -et) weather
ves (hvis) if
vŕrfŕr (hvorfor) why
ɔmʔ (om) in
ɔ:ʔr, ʃ:ʔərð,— (Aar, -et,—) year
i ʃ:ʔr (i Aar) this year

UNIT 8

GETTING A ROOM

SECTION A—BASIC SENTENCES

Go once through the *Basic Sentences* in unison, then do the *Hints on Pronunciation*, and then go twice more through the *Basic Sentences* individually.

1. *Bill and Peter are waiting for Tom. Bill is trying to find another place to live because Tom is going out to stay with Peter's family in the country.*

Record 15A, beginning.

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
<i>Bill</i>		
was	vʌr	var
out	u:ʔə	ude
room	vé:ərlsə	Værelse
I was out looking at rooms yesterday. ¹	ié vʌr u:ʔə ɔ sé:ʔ pə: ed vé:ərlsə i gʃ:ʔr.	Jeg var ude at se paa et Værelse i Gaar.
<i>Peter</i>		
saw	sɔ:ʔ	saa
anything	nʃ:əʔ	noget

¹ The English equivalent should be *I was out looking at a room yesterday.*

that *or* who *or* which
good (*or* nice)
Did you see anything that was
good?

Bill

No.

single room
other

I looked at a single room in an-
other hotel.

clean
sun

It was clean but it didn't get
any sun.

never
seen

And I've never seen a room
that was so small.

cost

How much did it cost?

eight or nine crowns
per day

It cost eight or nine crowns a day,

194 [8-A]

der
pe:ʔni
sʃ:ʔ di nʃ:əð der vgr pɛ:ʔnt;

noʃʔ.

ɛŋʔgəldvè:ərlsə
əncəð
je sʃ:ʔ pɔ: ed ɛŋʔgəldvè:ərlsə pɔ: ed
əncəð hotélʔ;

rɛ:ʔnt
so:ʔl
dɛ vgr rɛ:ʔnt, mɛn der vgr ɛgə sɔ:ʔl;

əldri
se:ʔt
1. *ɔ je gr əldri sɛ:ʔd ed vé:ərlsə, der*
vgr sʃ lɪlə.
2. *ɔ je gr əldri sɛ:ʔt ed vé:ərlsə, der*
vgr sʃ lɪlə.

kʃsdaðə
və kʃ:daðə dəʔ
ɔ:dənt:ʔ kró:nər
əm dɑ:ʔən
dɛ kʃsdaðə ɔ:dənt:ʔ kró:nər əm dɑ:ʔən.

der
pænt
Saa De noget, der var pænt?

Nej.

Enkeltværelse
andet

Jeg saa paa et Enkeltværelse paa et
andet Hotel.

rent
Sol

Det var rent, men der var ikke Sol.

aldrig
set

Og jeg har aldrig set et Værelse, der
var saa lille.

kostede
Hvad kostede det?

otte-ni Kroner
om Dagen

Det kostede otte-ni Kroner om Dagen,

than
and that's more than I want to
pay for that room.

But why doesn't Tom come?

Peter

only
It's only ten o'clock.

Bill

when
boarding-house
When he comes, we can go look
at a boarding-house.

vicinity
There's a good one near my hotel,
I think

EN
o dé e mé:ər en jé ve bəld:ʔlə fər dé
vé:ərɪsə.

men vər fər kəm?ər kəm? éɡə?

- kon
1. klɪgən e kón tɪ:ʔ.
2. klɪgən e kón tɪ:ʔ;

- nɔ:ʔr
pəŋsjo:ndə:ʔt
1. nɔr hán kəm?ər, ka vi ɡɔ: hén? ɔ
sé:ʔ pɔ: ed pəŋsjo:ndə:ʔt;
2. nɔr hán kəm?ər, ka vi ɡɔ: hén ɔ
sé:ʔ pɔ: ed pəŋsjo:ndə:ʔt;

- nérhədʔən
1. der ər ed pé:ʔnd éd i nérhədʔən a
mɪd hotélʔ, tró:ʔr je.
2. der ər ed pé:ʔnd ét i nérhədʔən
a mɪd hotélʔ, tró:ʔr je.

end
og det er mere, end jeg vil betale for
det Værelse.

Men hvorfor kommer Tom ikke?

kun
Klokken er kun ti.

naar
Pensionat
Naar han kommer, kan vi gaa hen at
se paa et Pensionat.

Nærheden
Der er et pænt et i Nærheden af mit
Hotel, tror jeg.

Tom comes and they go to the boarding house to look for a room. The name plate on the door is "Lund".¹

¹ In Denmark, each home has a small name plate on the door, with the name of the person who lives there.

Record 15B, beginning.

Peter

How do you do. Is this Mr. Lund? godd.:?; er dé her lón?;

Mr. Lund

Yes, it is. já dé ér de.

Peter

I have an American friend here who would like to look at a room. je hq.:?r en ðmæriká:~nsg vén hé:~r, som gérna ve sé:~? þo: ed vé:ærlsø.

Do you have one? hq.:~r di ét;

Mr. Lund

Yes, I have. já dé hq.:~r je.

If you'll come with me, I'll show it to you. ves di ve kðma mé mðj, sga je vl:s ðam ðø.

this déða
This is the room. de e déða vé:ærlsø.

move flþða
out ú:~ð
A lawyer lives here, but he's going to move out tomorrow. 1. hé:~r bó:~r en sgrfþ:~r, men hán sga flþða ú:~ð i mðrøn.

2. her bó:~r en sgrfþ:~r, men hán sga flþða ú:~ð i mðrøn.

Goddag. Er det Herr Lund?

Ja, det er det.

Jeg har en amerikansk Ven her, som gerne vil se paa et Værelse.

Har De et?

Ja, det har jeg.

Hvis De vil komme med mig, skal jeg vise Dem det.

dette
Det er dette Værelse.

flytte
ud
Her bor en Sagfører, men han skal flytte ud i Morgen.

Bill

appear or look
pleasant

It looks nice and light.

se: ú:ʔð
vénligt
ðé ser lýsd ɔ vénli ú:ʔð,¹

se ud
venligt
Det ser lyst og venligt ud.

Tom

bathroom

My friend would like to have a
room with a bath.

Is there a bathroom here?

bá:ðavè:ərlsə
mi:n vén ve máðð gérnə há:ʔ ed
vè:ərlsə me bá:ðavè:ərlsə.
er dər bá:ðavè:ərlsə hē:ʔr;

Badeværelse
Min Ven vil meget gerne have et
Værelse med Badeværelse.
Er der Badeværelse her?

Mr. Lund

share
others

Yes, but he has to share it with
a couple of other people.

dé:lə
əndrə
já, men han mɔ: dé:lə de me ed pər
əndrə;

dele
andre
Ja, men han maa dele det med et Par
andre.

Bill

cost

And how much does it cost a
month?

kýsda
ɔ vər máðð kýsdər de ɔm mɔ:nðən?

koste
Og hvor meget koster det om
Maaneden?

Mr. Lund

It costs 175 crowns a month
with food.

de kýsdər éd húnraðə ɔ fémʔ ɔ halvjérs
kró:nər ɔm mɔ:nðən me máðð.

Det koster et Hundrede og fem og
halvfjerds Kroner om Maaneden
med Mad.

¹ See *Word Study*, 6, p. 210.

Peter

Well, thank you, Mr. Lund.

It was very good of you to show
us the room.

já mǫgð tág her lón?

*de var mǫgð vénli¹ á dæm að vt:sæ os
vé:arlsað.*

Ja, mange Tak, Herr Lund.

Det var meget venligt af Dem at vise
os Værelset.

They leave. As they walk along the street, Bill says:

quite
cheap

Wasn't that quite cheap?

*ret
billigt
var dé éga réð billit;*

*ret
billigt
Var det ikke ret billigt?*

Peter

expensive

Yes, it's not expensive.

windows

There were two windows, weren't
there, and sun all morning.

*dy:rt
jó: dé ε éga dy:rt.
vændu:ær*

- 1. der var ló: vændu:ær éga sán?i,
o só:?l hé:læ mórænæn.*
- 2. der var ló: vændu:ær éga sán?i,
o só:?l hé:læ mórænæn;*

*dyrt
Jo, det er ikke dyrt.*

*Vinduer
Der var to Vinduer, ikke sandt, og Sol
hele Morgenen.*

Record 16A, beginning.

Bill

first
try
find

*færst
prø:va
fénæ*

*først
prøve
finde*

¹ See *Word Study*, 6, p. 210.

Yes, but I think first I'll try to find a single room in another hotel.

telephone

I'd really like to have [a] bath-room and [a] telephone.

Peter

When are you going to move?

Bill

family

When Tom moves out with your family.

jó: men je tror færsd je ve prø:va
o féná ed én?galdvè:ærlsæ þo: ed
ánað hotél?

telafó:ʔn

je ve máað géra ha bá:ðvè:ærlsæ o
telafó:ʔn.

men vörnð:ʔr sga di flðæ?

famt:ʔljæ

1. nør tsm? flðær ú:ʔð te déræs
famt:ʔljæ.

2. nør tsm? flðær ú:ʔð tel déræs
famt:ʔljæ.

Jo, men jeg tror først, jeg vil prøve at finde et Enkeltværelse paa et andet Hotel.

Telefon

Jeg vil meget gerne have Badeværelse og Telefon.

Men hvornaar skal De flytte?

Familie

Naar Tom flytter ud til Deres Familie.

2. Hints on Pronunciation

1. a

You know that in the *Aids to Listening*, we write *a* to stand for a sound something like the *a* in *hat*, and *q* underlined to stand for a sound more like the *a* in *father*. This is because the Danish short *a* has different pronunciations according to what sounds come before

and after it. As you listen to the examples given below, you will see that you have the *q* underlined before *m*, *n*, *ɣ*, *j* and *v*, and both before and after *r*, even when the *r* is in the next syllable, as in *dqðær*. Everywhere else you have *a* with no underline.

Listen to the way the two are pronounced:

208

[8-A] 199

PRACTICE 1

Record 16A, after first spiral.

<i>pər</i>	Par	couple, few
<i>rājneŋ</i>	Regning	check
<i>dādar</i>	Datter	daughter
<i>əndrə</i>	andre	others
<i>məŋə</i>	mange	many
<i>lɑŋsəm?ərə</i>	langsommere	slower
<i>sɑŋsfø:ər</i>	Sagfører	lawyer
<i>həvfrù:ə</i>	Havfrue	mermaid
<i>glas</i>	Glas	glass
<i>áfðən</i>	Aften	evening
<i>mað</i>	Mad	food
<i>ənən</i>	anden	other
<i>van?</i>	Vand	water
<i>həm¹</i>	ham	him
<i>məj¹</i>	mig	me
<i>nəj²</i>	nej	no

Danish speakers make this difference in pronunciation between *g* and *a* without thinking about it at all. And actually, if we always wrote just *a* without the

¹ Some speakers of Danish pronounce *a* rather than *g* before *m* and *j*.

² Not given on the record.

underline, you could tell by looking at the rest of the word which way to pronounce it; if there was a *v*, *ŋ*, *m*, *j* or *γ* right after the *a*, or an *r* either before or after it, you would pronounce it like the *a* in *father*, otherwise like the *a* in *hat*. But we will keep on writing the underline to remind you to make the difference.

2. *a:*

The long *a:*, like the short *a*, has two different pronunciations. Generally it is said very much like the *a*-sound in *mad* or *man*. Only when it comes right before or after an *r* (or before *ər* with no consonant in between) is it pronounced like the *a*-sound in *father* and written in the *Aids to Listening* with an underline. Here are some examples:

PRACTICE 2

Record 16A, after second spiral.

<i>tá:lə</i>	tale	speak
<i>bətá:ʔlə</i>	betale	pay
<i>əməriká:ʔnər</i>	Amerikaner	American
<i>má:ʔðən</i>	Maden	the food
<i>biográ:ʔf</i>	Biograf	movie
<i>fɑ:r²</i>	Far	father

3. Difference between *a:* and *a*.

The difference between *a:* and *a* is not, as you may have noticed, just a difference in how long they are pronounced. Say the English words *man* and *mai*. You'll probably find that you don't pronounce the *a* quite the same in the two words. The Danish long *a:* is nearer to the sound you say in *man*, while the short *a* is more like the sound in *mai*. Listen for the difference in the following pairs of words:

PRACTICE 3

Record 16A, after third spiral.

<i>má:ʔðən</i>	Maden	the food
<i>mað</i>	Mad	food
<i>ʔmæriká:ʔnsk</i>	amerikansk	American
<i>danʔsk</i>	dansk	Danish
<i>da:ʔ</i>	Dag	day
<i>nejʔ¹</i>	nej	no

4. *ε:*

The Danish long *ε:* is not difficult to pronounce correctly. It is almost like our *e*-sound in *men* but is

¹ These two words are not good examples since the speaker on the records doesn't pronounce a *j* at the end of *da:ʔ* and since he says *g* instead of *a* in *nejʔ*.

stretched out a little longer. Be sure that you don't pronounce a *y*-sound after it so that it sounds like the *ay* in *may*.

PRACTICE 4

Record 16A, after fourth spiral.

<i>tjé:nər</i>	Tjener	waiter
<i>blé:sə</i>	blæse	blow
<i>lé:γə</i>	Læge	doctor
<i>vé:ər</i>	være	be
<i>vé:ərلسə</i>	Værelse	room

5. *ən* and *ər*

In the following words listen to the sound represented by *ən*. You will notice that it is something like the sound we have at the end of words like *button*, *even*, *often*, *happen*, etc. Actually there is no *ə*-sound at all, just an *n*-sound which you make a little longer than usual. You get this kind of a sound especially when the *ən* comes after an *n* or *η*. Listen carefully to the pairs of words in the second group of examples where the only difference between the basic form and the *ən*-form of the nouns is that the *n* is pronounced longer in

the the-form. Notice, too, the pronunciation of *ør* when it comes after a long vowel in the words *få:ørn*, *mó:ørn*,

sårfø:ør and *ensjøjø:ør* (See *Hints on Pronunciation*, 3, Unit 3.)

PRACTICE 5

Record 16A, after fifth spiral.

<i>kró:næn</i>	Kronen	the crown
<i>vén?æn</i>	Vennen	the friend
<i>kɔŋæn</i>	Kongen	the king
<i>få:ørn</i>	Faderen	the father
<i>mó:ørn</i>	Moderen	the mother
<i>sbórvøŋnænə</i>	Sporvognene	the street-cars
<i>bør?nænə</i>	Børnene	the children
<i>sdasjó:ørn</i>	Station	station
<i>sdasjó:ørnæn</i>	Stationen	the station
<i>mɔræn</i>	Morgen	morning
<i>mɔrænæn</i>	Morgen	the morning
<i>sbórvøŋ?n</i>	Sporvogn	street-car
<i>sbórvøŋ?næn</i>	Sporvognen	the street-car.
<i>sårfø:ør</i>	Sagfører	lawyer
<i>ensjøjø:ør</i>	Ingeniør	engineers

6. More about the tone of voice of Danish speakers.

Danish speakers usually start a sentence with their voices on a low tone if the words or syllables at the beginning are not stressed. Then they go up to a higher tone on the first stressed syllable marked '. Watch for this in the following practice, especially in the fourth and last sentences.

202 [8-A]

PRACTICE 6

Record 16A, after sixth spiral.

hún er en sǫ:ð þú:ð, égo;

Hun er en sød Pige, ikke?

She's a nice girl, isn't she?

*i dá:ʔ har vé:ʔarð jo vé:arð
dójlit;*

I Dag har Vejret jo været dejligt.

The weather's certainly been good today.

*de e égo ál?úð? so vǫr?mð som i
s:ʔr;*

Det er ikke altid saa varmt som i Aar.

It's not always as warm as this year.

tror di vi for góð vé:ʔr i mǫrən;

Tror De, vi'faar godt Vejr i Morgen?

Do you think we'll have good weather tomorrow?

dt lá:lər hé:ʔld gǫð dán?sk;

De taler helt godt Dansk.

You speak Danish very well.

de har vé:arð en máðð hýgali áfdən;

Det har været en meget hyggelig Aften.

It's been a very pleasant evening.

*ves di vel kðmə mé mǫj, sga je vǫ:s
ðəm ðs.*

Hvis De vil komme med mig, skal jeg vise Dem det.

If ycu'll come with me, I'll show it to you.

SECTION E—WORD STUDY

1. Word Study (Individual Study)

1. More about *vel*, *sgal?* and *mǫ:ʔ*

You may have noticed that the auxiliaries *vel*, *sgal?* and *mǫ:ʔ* don't always have exactly the same meanings. Here are some sentences with these words in them so you can see just how they are used.

[8-B] 203

A

- | | | |
|--|---|---|
| 1. <i>ve dt vé:ar so vénli o st:ə me
va klógen ér.</i> | Vil De være saa venlig at sige mig,
hvad Klokken er. | Will you please tell me what time it is. |
| 2. <i>ves di ve kðma mé mái sga je
vt:s ðam ða.</i> | Hvis De vil komme med mig, skal
jeg vise Dem det. | If you'll come with me, I'll show it to
you. |
| 3. <i>ve di há:? en sigaréti;</i> | Vil De have en Cigaret? | {(Will you) have a cigarette?
{Do you want a cigarette? |
| 4. <i>ðé e mé:ar en je ve bátá:ʔla for
ðé vé:arlsa.</i> | Det er mere, end jeg vil betale for
det Værelse. | {That's more than I want to pay for
that room.
{That's more than I'll pay for that
room. |
| 5. <i>ve di éga mé jem? o sbt:sa
máa;</i> | Vil De ikke med hjem og spise
Middag? | {Don't you want to come along home
for dinner?
{Won't you come along home for
dinner? |
| 6. <i>frøgen lårson ve sbt:sa nú.</i> | Frøken Larsen vil spise nu. | Miss Larsen wants to eat now. |
| 7. <i>tjé:narl vi ve gérna bátá:ʔla.</i> | Tjener, vi vil gerne betale. | Waiter, we'd like to pay. |
| 8. <i>je ve gérna há:? nó:r
sigaréðor.</i> | Jeg vil gerne have nogle Cigaretter. | I'd like to have some cigarettes. |
| 9. <i>né: ðé há:ʔr je éga, men je
vél máðð gérna.</i> | Næh, det har jeg ikke, men jeg vil
meget gerne. | No, I haven't, but I'd like to very
much. |
| 10. <i>je ve máðð gérna ha
bá:ðvè:arlsa o telafó:ʔa.</i> | Jeg vil meget gerne have
Badeværelse og Telefon. | I'd really like to have a bathroom and
a telephone. |

The auxiliary *vel* (*ve*), as you can see from these examples, corresponds sometimes to English "will", sometimes to English "want to". Notice that in several instances two English equivalents are given, one using "will" and one using "want to", and that the two have about the same meaning.

Notice that the combination *vel gérna* in the last four sentences corresponds to English "would like to".

B

<i>så må: je g5:?</i>	Saa maa jeg gaa.	Then I have to go.
<i>nú må: je sé: ɔ k5ma jém?</i>	Nu maa jeg se at komme hjem.	I have to be on my way home now.
<i>ɔ så må: di gɔ: pɔ: nasjoná: ʔlmusè: ɔð.</i>	Og saa maa De gaa paa Nationalmuseet.	And then you ought to go to the National Museum.
<i>dé: ʔr må: vi hén en ánén dá:?</i>	Der maa vi hen en anden Dag.	We'll have to go there some other day.
<i>må: vi f5: rájney ʔan;</i>	Maa vi faa Regningen?	Can } we have the check? May }
<i>ɔ lág fordt: ʔ je må: k5ma.</i>	Og Tak fordi jeg maa komme.	And thanks for the invitation. ('Thanks because I may come.')

Notice that the auxiliary *må:?* corresponds to English "have to", "ought to" or "must", as in the first group of sentences, and to English "may" or "can", as in the second group of sentences. (*ɔ má:?* never corresponds to English "may" in sentences like "I may go" or "It may rain", where it expresses uncertainty or probability).

C

<i>vor léna sga dí vé: ʔr hé: ʔr?</i>	Hvor længe skal De være her?	How long are you going to be here?
<i>hán sga flýða ú: ʔð i mórén.</i>	Han skal flytte ud i Morgen.	He's going to move out tomorrow.

[8-B] 205

*sga di sé:² nó: n a býgney²ærna
frg kræstjan den fjé:ærs tti:²ð;*

*sga vi tá: búsan ðlar sbórvý²næn
te raðhuspláðen.*

tág dé sgá je;

sga vi gó: én² hē:²r;

*sga vi éga gó: én² þó: en resdorgg
ó fj:² ed glas øl.*

*sga vi sá éga gó: þó: langh:²njó ó
sbí:sa méða dé:²r.*

sga di gó:² sá tði;²

Skal De se nogle af Bygningerne
fra Christian den Fjerdes Tid?

Skal vi tage Bussen eller Sporvognen
til Raadhuspladsen?

Tak, det skal jeg.

Skal vi gaa ind her?

Skal vi ikke gaa ind paa en Restau-
rant og faa et Glas Øl?

Skal vi saa ikke gaa paa Langelinie
og spise Middag der?

Skal De gaa saa tidligt?

Are you going to see any of the build-
ings from the time of Christian the
Fourth?

Shall we take the bus or the streetcar
to Raadhuspladsen?

Thanks, I will.

Shall we go in here?

How about going into a restaurant and
getting a glass of beer?

Then how about going to Langelinie
and eating dinner there.

Do you have to leave so early?

The auxiliary *sgal*² (*sga*), as you see, is used in sentences like the first four to talk about things that are going to happen in the future. It corresponds to English "shall" or "will" or to verb phrases made up of "going to" and a verb—"going to meet", "going to be", etc. Notice that the two Danish questions beginning with *sga vi éga* are used very much like English questions beginning with "how about".

*sgal*² also sometimes corresponds to English "have to", as in the last sentence. When used in this way it doesn't indicate quite such a strong necessity of doing something as *mu:²* does.

2. Leaving out "go", "come", etc.

Observe the following:

*i móræn sga vi rón²d ó sé:²
københavn²n.*

já dé:²r sga vi þsa.

206 [8-B]

I Morgen skal vi rundt og se
København.

Ja, der skal vi ogsaa.

Tomorrow we're going around to see
Copenhagen.

Yes, we're going there too.

*jé sga i biogrú:ʔfən me dɔgdər
lårsəns dádər;*

sga di égo i dý:ərɦà.vən;

dé:ʔr mɔ: vi hén en ánən dá:ʔ.

ve di égo mé jém? ɔ sbl:sə méda;

Jeg skal i Biografen med Doktor
Larsens Datter.

Skal De ikke i Dyrehaven?

Der maa vi hen en anden Dag.

Vil De ikke med hjem og spise
Middag.

I'm going to the movies with Dr.
Larsen's daughter.

Aren't you going to Dyrehaven?

We'll have to go there some other day.

Don't you want to come along home
for dinner?

Go over these sentences carefully. We said in Unit 4 that helping verbs like *sgal?*, *mɔ:ʔ* and *vel* are generally used in verb phrases with another verb, but in these sentences, as you see, there is no other verb with them. (See also Unit 3, Word Study 4F for other similar sentences.)

In English you say "Let me in" and "Let me off", and you may say yourself or have heard people say "I want in" or "I want off" instead of "I want to come in" and "I want to get off". Such English expressions are very much like the Danish sentences listed above which really say "In the morning we will around to see Copenhagen", "We will there, too", etc. Generally, as you see, it is a verb expressing general movement, like "come" or "go", which is left out of the Danish. While in English, expressions like this are quite rare, they are very common in Danish. You may have a little trouble understanding them at first, but you will soon get used to them.

3. Questions made by adding *égo sán?i* or *égo* to a statement.

Look at the following questions:

de e dé:ʔr kónən bó:ʔr, égo sán?i;

*vi ka sé:ʔ ktrgərna ɔ
nasjoná:ʔlmusɛ:əð en ánən
dá:ʔ, égo sán?i;*

hún er en sɔ:ʔð pɛ:ə, égo;

Det er der, Kongen bor, ikke sandt?

Vi kan se Kirkerne og National-
museet en anden Dag, ikke
sandt?

Hun er en sød Pige, ikke?

The king lives there, doesn't he?

We can see the churches and the
National Museum some other day,
can't we?

She is a nice girl, isn't she?

[8-B] 207

These Danish questions are made up, as you see, by making a statement and then tacking on at the end the phrase *éga sán?i*, which really means "not true", or just the word *éga*, 'not'. Compare them with the corresponding English questions which are made in much the same way, except that in English we add on various phrases—"doesn't he?", "can't we?", "isn't she?"—depending on the particular sentence.

4. Difference between *ja* and *jo*:

Observe the following:

tror di vi fór góð vé:²r í morgun;

já dé tró:²r je.

*o vá me langelt:nja o den lla
hávfrú:²?*

já dé:²r sga vi þsa.

hå:²r di ét;

já dé hå:²r je.

er ða éga dé:²r, tom² sméd bó:²r;

je:², dé ér²að.

*sga vi ég go: én² þo: en resáorðn
o fý:² ed glas þl.*

jó: lá os dé.

vgr dé éga réð bílit;

jó: dé e éga dy:²r.

208 [8-B]

Tror De, vi faar godt Vejr i Morgen?

Ja, det tror jeg.

Og hvad med Langelinie og den
lille Havfrue?

Ja, der skal vi ogsaa.

Har De et?

Ja, det har jeg

Er det ikke der, Tom Smith bor?

Jo, det er det.

Skal vi ikke gaa ind paa en Restau-
rant og faa et Glas Øl?

Jo, lad os det.

Var det ikke ret billigt?

Jo, det er ikke dyrt.

Do you think we'll have good weather
tomorrow?

Yes, I think so.

And what about Langelinie and the
little mermaid?

Yes, we're going there too.

Do you have one?

Yes, I have.

Isn't that where Tom Smith lives?

Yes, it is.

How about going into a restaurant and
getting a glass of beer?

Yes, let's.

Wasn't that quite cheap?

Yes, it's not expensive.

You have probably noticed by now that Danish has two words corresponding to English "yes". Look at the questions and answers given above to see how each is used. If the question you're answering has the word *éga* in it, you generally use *ja*: If it doesn't have *éga* in it, you generally use *ú*. You will find that Danish speakers occasionally use *ja* when you would expect *ú*, but if you go by the statement given here, you will be all right.

You have probably observed, too, that in Danish you rarely answer a question with just the words for "yes" or "no". Instead you complete the answer by saying "Yes, I am" or "Yes, I do" or "No, I haven't" or "No, I don't think so". Try to remember to do this when you are speaking Danish.

5. Words like *o:dant:?*

Look at the word in heavy type in this sentence.

de kúsdæðæ o:dant:? *kró:nær om* Det kostede otte-ni Kroner om It cost eight or nine crowns a day.
dæ:ʔæn. Dagen.

Notice that in Danish, instead of using the words equivalent to "eight or nine", you use the one word, *o:dant:?*, made up by putting together the words *ó:dæ*, 'eight' and *ní:?*, 'nine'. Here are some of the other words made up in the same way:

<i>to:tré:?</i>	to-tre	two or three
<i>tre:fl:ør</i>	tre-fire	three or four
<i>fi:ørfél:?</i>	fire-fem	four or five
<i>femségs</i>	fem-seks	five or six
<i>segs:syv?</i>	seks-syv	six or seven
<i>syv:ðæ</i>	syv-otte	seven or eight
<i>ní:tí:?</i>	ni-ti	nine or ten
<i>tí:élvæ</i>	ti-elleve	ten or eleven
<i>elvetól:?</i>	elleve-tolv	eleven or twelve
etc.		
<i>to:tré:?</i> <i>o tý:væ</i>	to-tre og tyve	twenty-two or three

These combined words aren't very important since you don't have occasion to use them too much, but if you know how they're made, it may help you to understand them when you hear them.

6. Adjectives ending in *i*

Observe the following.

dē ser lýsd o vėnli ú:ʔð;

*dē ɔgr m.ɔð vėnli á dēm ad vt:sə
as vė:ərɪsəð.*

Det ser lyst og venligt ud.

Det var meget venligt af Dem at
vise os Værelset.

It looks nice and light.

It was very good of you to show us the
room.

Notice that you have the basic form *vėnli* in these sentences, although, since it's used with *dē* you would expect to have the *t*-form. In everyday spoken Danish the basic form of adjectives ending in *i* is often used instead of the *t*-form, although the *i* is always written in the conventional Danish spelling.

The forms *vėnligt* and *błligt* which occurred in the *Basic Sentences* when these words were said by themselves, and the form *łđligt* which was given as one of the examples in Practice 2 in the *Hints on Pronunciation* for Unit 5 are especially careful pronunciations based on the Danish spelling *venligt*, *billigt*, and *tidligt*. They're not common in natural speech and you'll notice that when the speaker on the records said these words in sentences he left out the *g*.

2. Covering the English and Danish of Word Study (Individual Study)

Check yourself on your knowledge of the *Word Study* by covering first the English, then the Danish, and making sure you know everything thoroughly.

3. Review of Basic Sentences

With the Guide or records, review the first half of the *Basic Sentences* as in previous units.

SECTION C—REVIEW OF BASIC SENTENCES

1. Review of Basic Sentences (Cont.)

Review the second half of the *Basic Sentences*.

2. Covering the English of the Basic Sentences (Individual Study)

Go through the *Basic Sentences* covering up the English and reading aloud the Danish. Check up on anything you do not know, until you are sure of everything.

3. What Would You Say? (Individual Study)

A. Here are two paragraphs in Danish. Following each one are some questions, also in Danish. Working individually, read through the first paragraph carefully. When you are sure you understand everything in it, go on to the questions and decide what you would say to answer them. Do the same with the second paragraph. Don't write anything down, but be prepared to give your answers at the next group meeting.

1. Niels Jensen is living in Copenhagen for the winter. The following paragraph is part of a letter he writes to a friend telling about his room.

je bo:er paa: ed hotel? i københav?n.

de er pæ:nd o re:nd, men je tror aldri je ar hafd
so lille ed væ:rlse.

der ar badevæ:rlse, men de maa: je de:le me ed paa:
andra;

je ska betale:la 5:da krø:nar om da:en ffor de, o de e
for dy:rd, so je tror:er je fløder.

ie ve prøve:va o fene ed væ:rlse i ed pensionat:te.

Jeg bor paa et Hotel i København.

Det er pænt og rent, men jeg tror aldrig, jeg har
haft saa lille et Værelse.

Der er Badeværelse, men det maa jeg dele med et
Par andre.

Jeg skal betale otte Kroner om Dagen for det, og
det er for dyrt, saa jeg tror jeg flytter.

Jeg vil prøve at finde et Værelse i et Pensionat.

[8-C] 211

Questions:

1. *v3:2r b6:2r n3ls n3?*
2. *v3rf3r ka han 3g3 l3:2 d3?*
3. *er d3r b3:3v3:3rls3;*
4. *v3r m333 b3l3:2l3r han 3m d3:23n?*
5. *v3rf3r ve han fl3d3?*
6. *v3:2r ve han f3n3 ed 3n33 v3:3rls3?*

- Hvor bor Niels nu?
Hvorfor kan han ikke lide det?
Er der Badeværelse?
Hvor meget betaler han om Dagen?
Hvorfor vil han flytte?
Hvor vil han finde et andet Værelse.

2. Niels speaks to Erik, a friend of his, about finding another room.

- n3ls: k3n3r di ed g3d p33s3j3n3:2d 3:3rik;*
3:3rik: v3rf3r? sga di fl3d3;
n3ls: j3, d3d3 v3:3rls3 er f3r l3l3 3 f3r d3:2rt.
je m3: pr3:3v3 3 f3n3 ed 3n33.
tr3r di 3g3 je ka f3n3 ed p3:2nd v3:3rls3 f3r
s3v? kr3:n3r 3m d3:23n m3 m33;
3:3rik: j3:, d3 tr3:2r je.
der 3r ed g3d p33s3j3n3:2d i n3rh3d3?3n a m3d
j3m?.
je h3:2r en v3n s3m b3:2r d3r.
han st3r a v3:3rls3r3n3 er l3:s3 3 r3:n3 3 r3d
b3l33;
sga vi 3g g3: h3n 3 s3:2 p3: ed v3:3rls3 d3:2r;
n3ls: j3: l3 3s d3.

- Kender De et godt Pensionat, Erik?
Hvorfor? Skal De flytte?
Ja. Dette Værelse er for lille og for dyrt.
Jeg maa prøve at finde et andet.
Tror De ikke, jeg kan finde et pænt Værelse for
syv Kroner om Dagen med Mad?
Jo, det tror jeg.
Der er et godt Pensionat i Nærheden af mit Hjem.
Jeg har en Ven, som bor der.
Han siger, at Værelserne er lyse og rene og ret
billige.
Skal vi ikke gaa hen at se paa et Værelse der?
Jo, lad os det.

Questions:

1. *vá ve nêls há?*
2. *kénar é:rig ed gôð þagnsjóná:?*
3. *vá:er ér dæ?*
4. *vordán vé: pè: dæ a vé:ærlsærna i þagnsjóná: dæð er pé:na?*
5. *væ mæð sga nêls bælá: læ fæ ed gôð vé:ærlsæ?*

- Hvad vil Niels have?
Kender Erik et godt Pensionat?
Hvor er det?
Hvordan ved Peter, at Værelserne i Pensionatet er pæne?
Hvor meget skal Niels betale for et godt Værelse?

B. Here are some questions and answers in Danish. Fill in the blanks in the answers with either *ja* or *jo*: and be prepared to give the answers without looking at the book if possible, when you are asked the questions at the next group meeting.

1. *ka di li: dæras vé:ærlsæ;*
—— *dé ká je.*
2. *er dæ bæ:ðævé:ærlsæ;*
—— *dé ér dæ.*
3. *er sýv? kró:nær om dá:æn éga réð bíllit;*
—— *dé ér?æð.*
4. *sga di há: ed áæð vé:ærlsæ;*
—— *dé sgá je.*
5. *er vé:æð éga dæjlid i dánmærg om smæren;*
—— *dé ér?æð.*

- Kan De lide Deres Værelse?
——, *dé kan jeg.*
Er der Badeværelse?
——, *dé er dæ.*
Er syv Kroner om Dagen ikke ret billigt?
——, *dé er dæ.*
Skal De have et andet Værelse?
——, *dé skal jeg.*
Er Vejret ikke dejligt i Danmark om Sommeren?
——, *dé er dæ.*

6. *er de ksl?d om vén?dørn i sjiká:go;*
 —— *dé ér?að.*
7. *ka di éga lt:? di lý:sa nédar hé:??r i dánmgrk;*
 —— *dé ka je gít.*
8. *er den dánsga vén?dær míl?;*
 —— *dé ér dæn.*
9. *er dæras bró:r ensjøn:ð:??r;*
 —— *dé ér han.*
10. *er dt éga ðmæriká:??nør;*
 —— *dé ér je.*
11. *hgr di sé:?d den lille hævfrù:ø;*
 —— *dé hq:??r je.*
12. *ve di éga go: þø: nasjoná:??lmusè:øð;*
 —— *dé ve je gérnø.*
13. *sga vi ta: sbórvø:??nøn te amá:??ljønbd:??r slót;*
 —— *dé ka vi gít.*
14. *ka di éga lt:?? ø bð:?? i kþbønhqvn;*
 —— *dé ká je.*

- Er det koldt om Vinteren i Chicago?
 ——, det er det.
- Kan De ikke lide de lyse Nætter her i Danmark?
 ——, det kan jeg godt.
- Er den danske Vinter mild?
 ——, det er den.
- Er Deres Bror Ingeniør?
 ——, det er han.
- Er De ikke Amerikaner?
 ——, det er jeg.
- Har De set den lille Havfrue?
 ——, det har jeg.
- Vil De ikke gaa paa Nationalmuseet?
 ——, det vil jeg gerne.
- Skal vi tage Sporvognen til Amalienborg Slot?
 ——, det kan vi godt.
- Kan De ikke lide at bo i København?
 ——, det kan jeg.

SECTION D—LISTENING IN

1. What Did You Say?

A. The Leader will call on you to give your answers in Danish to the questions in the preceding exercises.

B. The Leader will skip around the class asking you the questions in part B. Then he will have you take turns asking each other the questions. Keep this up until you can answer with no hesitation at all, without looking at the book.

2. Word Study Check-Up

As you have done in the previous units, go back to the *Word Study* and give the correct Danish for each English expression without having to read it from the book. The Group Leader or one of the members of the group should read the English.

3. Listening In

With your book closed, listen to the following conversations as read by the Guide or phonograph record. Repeat the Danish immediately after hearing it. After the first repetition of each conversation, check up on the meaning of anything you do not understand, by asking someone else or by going back to the *Basic Sentences* if no one knows. Repeat again if necessary, with your book open, then take parts and carry on the conversation.

1. *Bill is talking to his friend, Mr. Knudsen, about getting a room.*

Record 16B, beginning.

ɔnsjɔnjør bɔdlər
je mɔ: sɛ:ʔ a fɛnɔ ed ɔnɔð vɛ:ɔrlsɔ.

sɔɣfɔ:ɔr knu:sn
ka di ɛgɔ k:ʔ dɛdɔ hɛ:ʔr;

Ingeniør Butler

Jeg maa se at finde et andet Værelse.

Sagfører Knudsen

Kan De ikke lide dette her?

[8-D] 215

ðensjónjör bóddlar

jó: men hér er aldri só:al.

o je ve gérna há:² ed én² gældvè:arlso.

sðrjð:er knúson

vðrfor dé?

ðensjónjör bóddlar

fordi:² lsm² sga fløða ú:²ð te pé:²dars famt:²lja, der
bó:²r þo: en gð:²r ll:a ú:ðanfðr bý:²on.

sðrjð:er knúson

men vð:²r ve dt fløða hén?

ðensjónjör bóddlar

dé vé:² je éga;

mæsgé:² þo: ed ánað hotél? mæ:sgé:² þo: ed þænsjoná:²t.

sðrjð:er knúson

hgr dt vè:²að ú:ðo o sé:² þo: nð:²að;

ðensjónjör bóddlar

já, je sð:² þo: ed vé:²arlso i gð:²r ll:a ve rððhuspláson.

sðrjð:er knúson

þ:, dé e i nærhðð²on a mld jém²;

so: de pé:²nd o ré:²nd ú:²ð;

216 [8-D]

Ingeniør Buller

Jo, men her er aldrig Sol,

og jeg vil gerne have et Enkeltværelse.

Sagfører Knudsen

Hvorfor det?

Ingeniør Buller

Fordi Tom skal flytte ud til Peters Familie, der bor paa
en Gaard lige uden for Byen.

Sagfører Knudsen

Men hvor vil De flytte hen?

Ingeniør Buller

Det ved jeg ikke.

Maaske paa et andet Hotel, maaske paa et Pensionat.

Sagfører Knudsen

Har De været ude at se paa noget?

Ingeniør Buller

Ja, jeg saa paa et Værelse i Gaar lige ved Raadhuspladsen.

Sagfører Knudsen

Aah, det er i Nærheden af mit Hjem.

Saa det pænt og rent ud?

ðensjónjör bóðlar
já, dé vgr lýsd ɔ vendlit;
der vgr ló:ʔ vëndu:ʔər ɔ só:l hē:lə mbrənən;
de vgr rēd bilít;
de kósdəðə kón húnroðə ɔ fém? ɔ halvjérs kró:nər ɔm
má:nðən me máð.
men der vgr ég telafó:ʔn.

sðrjð:ər knúson
vgr dər bá:ðvè:ərلسə.

ðensjónjör bóðlar
já, men de vgr máð líla.
ɔ sð sga je dé:lə de me ed þgr ðndra;
ɔ dé ka je égo k:ʔ.

sðrjð:ər knúson
vðrðr þrð:vər di égo fərsd ed ánað hotel??

ðensjónjör bóðlar
dé vé je þsa, nər je fər k:ʔð;

sðrjð:ər knúson
di ve gérna há:ʔ ed éʔgəlvè:ərلسə, égo;

ðensjónjör bóðlar
jó: me telafó:ʔn ɔ bá:ðvè:ərلسə.

Ingeniør Butler

Ja, det var lyst og venligt.
Der var to Vinduer og Sol hele Morgen.
Det var ret billigt.
Det kostede kun Hundrede og fem og halvfjerds Kroner
om Maaneden med Mad.
Men der var ikke Telefon.

Sagfører Knudsen

Var der Badeværelse?

Ingeniør Butler

Ja, men det var meget lille.
Og saa skal jeg dele det med et Par andre,
og det kan jeg ikke lide.

Sagfører Knudsen

Hvorfor prøver De ikke først et andet Hotel?

Ingeniør Butler

Det vil jeg ogsaa, naar jeg faar Tid.

Sagfører Knudsen

De vil gerne have et Enkeltværelse, ikke?

Ingeniør Butler

Jo, med Telefon og Badeværelse.

[8-D] 217

sørfør knúson
dú blívur dýrd, trúrd je.

er dandur? krónur um dagin mér en tú veitst?

ensjónir bádur
ne: dæm: de góð kúsd, ves de ed lýsd vérla me
ed þé:nt ré:nt báðværla.

sørfør knúson
sga vi ég go: úrd i mótun d sé: va vi ka féna.

ensjónir bádur
jó: mætt lág, ves di har tt:rd;
dú e mætt venni á dem;

sørfør knúson
ka di mætt mætt hé:rd þo: hotelld klögn tt:rd;
er dæ for ttldit;

ensjónir bádur
ka vi éga st: klögn élva.

sørfør knúson
jó: lá os dæ.
218 [8-D]

Sagfører Knudsen
Det bliver dyrt, tror jeg.

Er otte-ni Kroner om Dagen mere, end De vil betale?

Ingeniør Buller
Nej, det maa det godt koste, hvis det er et lyst Værelse
med et pænt, rent Badeværelse.

Sagfører Knudsen
Skal vi ikke gaa ud i Morgen at se, hvad vi kan finde?

Ingeniør Buller
Jo, mange Tak, hvis De har Tid.
Det er meget venligt af Dem.

Sagfører Knudsen
Kan De møde mig her paa Hotellet Klokken 10?
Er det for tidligt?

Ingeniør Buller
Kan vi ikke sige Klokken elleve?

Sagfører Knudsen
Jo, lad os det.

2. The same evening. Tom is out with Miss Larsen.

Record 16B, after spiral.

frøgen larsen
vør gr di vé:ərð hé:lə dá:ʔən?

smet
jé gr ve:rð ú:ðə ʔo: ʔé:ʔdərɜs gʃ:ʔr.

frøgen larsen
dē en dájli gʃ:ʔr di bó:ʔr ʔo:.

smet
já dē ér də.

frøgen larsen
vør léŋə sga di bó:ʔ dē:ʔr?

smet
jé sga vé:ər dər ed ʔər mʃ:nðər;

frøgen larsen
sʃ:ʔ di dē vé:ərɜsə di sga há;

smet
já, de e lla, men de e lýsd o vénlit.
je ka sé:ʔ hé:lə gʃ:ʔərn frɜ mɪd vëndu.

Frøken Larsen
Hvor har De været hele Dagen?

Smith
Jeg har været ude paa Peters Gaard.

Frøken Larsen
Det er en dejlig Gaard, de bor paa.

Smith
Ja, det er det.

Frøken Larsen
Hvor længe skal De bo der?

Smith
Jeg skal være der et Par Maaneder.

Frøken Larsen
Saa De det Værelse, De skal have?

Smith
Ja, det er lille, men det er lyst og venligt.
Jeg kan se hele Gaarden fra mit Vindue.

[8-D] 219

frøken larsen
men vørnér fløðar dít?

smet
dú vó: je éga hé:ld bændém?i;
je fløðar, nór bét fénar ed éy?gøldvø:ørlsø.

Frøken Larsen
Men hvornaar flytter De?

Smith
Det ved jeg ikke helt bestemt.
Jeg flytter, naar Bill finder et Enkeltværelse.

SECTION E—CONVERSATION

1. Covering the Danish of the Basic Sentences

(Individual Study)

Cover the Danish of the *Basic Sentences* and practice saying the Danish equivalents of the English expressions.

2. Vocabulary Check-Up

Give the Danish expressions for the English equivalents in the *Basic Sentences* as the Group Leader calls for them.

3. Conversation

As you have done in the *Conversation* in the previous units, begin to converse by following the models outlined below fairly closely; then change the situations somewhat. Invent new combinations of subject matter.

1. You are talking to a Danish friend of yours. You tell him that you have to move. He asks why and wants to know if you don't like it here. You say you do, but explain that it is too expensive. You ask him if he knows where you can find another room. He asks if you want to live in another hotel or in a boarding-house. You say that you think you'll try to find a room in a boarding-house first—that it isn't so expensive. He says there's a boarding house near his home. He thinks you can get a good room there. He asks how much you want to pay. You tell him that you can't pay more than 175 crowns a month including food. He says he thinks you can get a room for that, but you'll probably have to share the bathroom with some other people. He says he'll go with you to look at a room. You tell him that's very good of him and suggest that you go first to the boarding-house near his home.

2. You go to look at a room. The landlady comes to the door and you say "how do you do" to one another. You say that you'd like to look at a room and ask her if she has anything. She asks if you want a single room and you say you do. She says she has a nice room with two windows and sun all morning. You ask if it has a bathroom. She says yes, but that you have to share it with two other people. You ask about a telephone. She says there's one in the boarding-house, but not in your room.

You ask if the room is clean. She answers rather indignantly that it is certainly always clean. You inquire about the price. She tells you that it is 170 crowns a month with food. You say that that's quite cheap and that you'd like to look at the room. She says that you can't today. You ask why not. She tells you that there's a family there now, but they're going to move out tomorrow. She asks if you want the room. You say that you'd like to see it first and that you'll come tomorrow and look at it.

SECTION F—CONVERSATION (Cont.)

Continue the conversation started in Section E, with a review of parts 1 and 2 of this section if necessary.

Finder List

aldri (aldrig) never

andæ (andet) other

andre (andre) others

badeværelse, -ø, -r (Badeværelse, -t, -r) bathroom

billig (billig) cheap

dette (dette) this

der (der) which, who, that

dele, *dele* (dele) share

dyrt (dyr) expensive

enkeltværelse, -ø, -r (Enkeltværelse, -t, -r) single room

end (end) than

familie, -n, -r (Familie, -n, -r) family

[8-F] 221

fénə, fénʔər (finde) find
flɔdə (flytte) move
færst (først) first
kən (kun) only
kɔsda (koste) cost
kɔsdaðə (kostede) cost
nérhəðʔən (Nærheden) vicinity
i nérhəðʔən (i Nærheden) in the vicinity, near
nɔ:ð (noget) anything
nɔ:ʔr/nɔr (naar) when
pəŋsjoná:ʔi, pəŋsjoná:ʔdəð, pəŋsjoná:ʔdər (Pensionat,
 -et, -er) boarding-house
pɛ:ʔn (pæn) good, nice
prɔ:və (prøve) try

ret (ret) quite
re:ʔn (ren) clean
se: ú:ʔð (se ud) appear, look
se:ʔt (set) seen
so:ʔl, -ən, só:lə (Sol, -en, -e) sun
sɔ:ʔ (saa) saw
teləfó:ʔn, -ən, -ər (Telefon, -en, -er) telephone
u:ð (ud) out
ú:ðə (ude) out
vəndu, vəndu:ʔəð, vəndu:ʔər (Vindue, -t, -r) window
vénli (venlig) pleasant
vél:ərlsə, -ð, -r (Værelse, -t, -r) room
ɔ:dənt:ʔ (otte-ni) eight or nine

UNIT 9

LET'S EAT

SECTION A—BASIC SENTENCES

Go once through the *Basic Sentences* in unison, then do the *Hints on Pronunciation*, and then go twice more through the *Basic Sentences* individually.

1. Basic Sentences

Tom Smith is talking to his friend Niels Hansen, the carpenter.

Record 17A, beginning.

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
<i>Smith</i> We certainly had a good dinner at Langelinie yesterday. <i>Hansen</i> Yes, that's really one of the best restaurants in Copenhagen. <i>Smith</i> said Peter said so too.	<i>dí ka tró:ʔ vi feg en gó:ʔ méda ʔo: lɔŋəlɪ:njə i gɜ:ʔr.</i> <i>já dɛ ɛ ʃsə ɛ:ʔn a kɔbənɦəvʔns bɛsdə rɛsdorɦɔʔr.</i> <i>sá:ə dɛ sá:ə ʔé:ʔdər ʃsə;</i>	De kan tro, vi fik en god Middag paa Langelinie i Gaar. Ja, det er ogsaa en af Københavns bedste Restauranter. sagde Det sagde Peter ogsaa.

232

[9-A] 223

Hansen

How many of you were there?

vør mæn vør di?

Hvor mange var De?

Smith

There were only three, Bill,
Peter and I.

vi vør kon tré:?, bél pé:ʔdər ɔ jǽj.

Vi var kun tre, Bill, Peter og jeg.

Hansen

What did you have to eat?

vá fég di ɔ sbá:sə?

Hvad fik De at spise?

Smith

kind
soup
different
vegetables

First we had some kind of soup
with different vegetables.

*slags
sóba
fǽrsgélʔiə
grænsà:γər*

*vi feg færsd en slags sóba me fǽrsgélʔiə
grænsà:γər.*

*Slags
Suppe
forskellige
Grøntsager*

Vi fik først en Slags Suppe med
forskellige Grøntsager.

Hansen

afterwards

And what did you have after-
wards?

*bá:ʔγəʃdər
ɔ vá fég di bā:ʔéʃdər?*

bagefter
Og hvad fik De bagefter?

meat
fish

Did you have meat or fish?

224 [9-A]

*køð
fesk
feg di køð elər fesk;*

*Kød
Fisk
Fik De Kød eller Fisk?*

Smith

chicken
new
cucumber salad
Afterwards we had chicken
with new potatoes and
cucumber salad.

wonderful
wine
And we had wonderful wine.

Hansen

dessert
What did you have for dessert?
fruit pudding
Didn't you have fruit pudding
with cream?

Smith

Yes, Bill and I had fruit pudding,

kýlen
ny:?

- agórgasalá:?¹
1. bá:ʔyẽdər feg vi kýlen me ný:ʔ
kərtʃflər ɔ agórgasalá:ʔt.
2. bá:ʔyẽdər feg vi kýlen me ný:ʔ
kərtʃflər ɔ agúrgasalá:ʔt.¹

dájli
vi:ʔn
ɔ vi fég en dájli ví:ʔn.

desé:ʔrt
vá fég di te desé:ʔrt?
rø:ʔðgrø:ʔð
feg di égo rø:ʔðgrø:ʔð me flø:ðə;

1. jó:, bél ɔ jój feg rø:ʔðgrø:ʔð.
2. jó:, bél ɔ jé feg rø:ʔðgrø:ʔð.

Kylling
ny
Agurkesalat
Bagefter fik vi Kylling med ny
Kartofler og Agurkesalat.

dejlig
Vin
Og vi fik en dejlig Vin.

Dessert
Hvad fik De til Dessert?
Rødgrød
Fik De ikke Rødgrød med Fløde?

Jo, Bill og jeg fik Rødgrød,

¹ Notice the two pronunciations, *agórgasalá:ʔt* and *agúrgasalá:ʔt*. Either is all right.

ice cream
But Peter doesn't like it so he
had ice cream.

Hansen

become
hungry
I'm getting awfully hungry!

Record 17B, beginning.

desire or wish
Don't you want to get something
to eat, too?

Smith

would
Yes, that would be fine.
I'm very hungry.

Hansen

the menu
Waiter, can we have the menu?
What do you want, Smith?
228 [9-A]

i:ʔ

1. *mən pɛ:ʔdər kə ɛgə k:ʔə də, sɔ
hən fɛg t:ʔs;*
2. *mən pɛ:ʔdər kə ɛgə k: də, sɔ hən
fɛg t:ʔs;*

blɛ:ə
sɪlʔdən
jɛ blɛər hɛ:ʔlɔ sɪlʔdən;

lɔst
*hər dɛ ɛgə ʔsə lɔsd tɛ ɔ fɔ: nɔ:ʔə ɔ
sɔt:sə;*

vɛlə
*jɔ: dɛ vɛlə vɛ:ər dɔjlɪt.
jɛ ɛr mɔəʔ sɪlʔdən.*

In the restaurant

mənɪkɔrdəʔ
*tjɛ:nər! mɔ: vi fɔ:ʔ mənɪkɔrdəʔ.
vɔ gr dɛ lɔsd tɛl smɛt?*

235

Is
men Peter kan ikke lide det, saa han
fik Is.

blive
sulten
Jeg bliver helt sulten!

Lyst
Har De ikke ogsaa Lyst til at faa noget
at spise?

vilde
Jo, det vilde være dejligt.
Jeg er meget sulten.

Menukortet
Tjener, maa vi faa Menukortet?
Hvad har De Lyst til, Smith?

Smith

piece
roast

I'd like to have an open sandwich
with [some kind of] roast.

*sdþga
sdgj?*

*jé ve gérna há: ? ed sdþga smærabrþ: ?ð
me sdgj?*

Stykke
Steg

Jeg vil gerne have et Stykke
Smørrebrød med Steg.

Waiter

roast lamb

We have roast lamb with
cucumber salad, sir.

lámæsdðj?

*vi hgr lámæsdðj? me agúrgasala: ?ð
hér.*

Lammesteg

Vi har Lammesteg med Agurkesalat,
Herr.

Smith

Yes, please, and a glass of beer.

já ták, o ed glas þl;

Ja Tak, og et Glas Øl.

Hansen

rather
peas

I think I'd rather have chicken
with peas, and a glass of beer.

*hélara
érdar*

*jé tror hélara jé ve ha kyley me érdar,
o ed glas þl.*

hellere
Ærter

Jeg tror hellere, jeg vil have Kylling
med Ærter, og et Glas Øl.

bread
butter

And waiter, can I have some
bread and butter?

*brþ: ?ð
smær*

*o tjé: nør! ka jé fð: ? nð: oð brþ: ?ð o
smær;*

Brød
Smør

Og Tjener, kan jeg faa noget Brød og
Smør?

Waiter

Yes, sir.

ió: gérna hér.

Jo, gerne, Herr.

[9-A] 227

The waiter brings the beer.

Hansen (as they take a drink)

Here's how!

sgɔ:ʔl/

Skaal!

Smith

Here's looking at you!

sgɔ:ʔl/

Skaal!

It's good to have something to drink.

de vɔr gɔd ɔ fɔ: nɔ:ɔð ɔ drégo;

Det var godt at faa noget at drikke.

thirsty

lærsdi

tørstig

I was really thirsty.

je vɔr so lærsdi.

Jeg var saa tørstig.

Hansen

Here comes the waiter with the food.

dé:ʔr kɔmʔər tjé:nərən mɛ má:ʔðən.

Der kommer Tjeneren med Maden.

They start to eat.

Smith

the salt

sálʔdəð

Saltet

Can I have the salt, please?

mɔ: je k:ə fɔ:ʔ sálʔdəð.

Maa jeg lige faa Saltet?

Hansen

Yes, here you are.

ja vɛrs gó:ʔ.

Ja, værsgod.

taste

smá:ʔə

smage

Is it good?

smá:ʔər də gót;

Smager det godt?

Smith

Yes, wonderful.

ja tág dǽjlit;

Ja Tak, dejligt.

228 [9-A]

I like Danish open sandwiches
very much.

Hansen

became
full

Have you had enough to eat or
would you like to have dessert?

Smith

No thanks, I'm full.

je ka góð li:² dán²sg smærbrø:²ð.

ble:²v
mæt

ble: di mæt, elar ve di ha desé:²rt;

né: ták, jé e mæt.

Jeg kan godt lide dansk Smørrebrød.

blev
mæt

Blev De mæt, eller vil De have Dessert?

Nej Tak, jeg er mæt.

Hansen and Smith have finished eating.

Record 18A, beginning.

Smith

It was good to have something
to eat.

Hansen

Yes, wasn't it?

But hadn't we better pay now
and go?

Smith

Yes, it's just four crowns.

think
give
tip

de var dájli ² f²: n²:²ð ² sbá:s²;

já éga;

mén sga vi éga hélara bátá:²la nú ²
g²:².

jó: de e li:² ft:²r kró:n²r.

sýnas
gi:²
drégaþéna

Det var dejligt at faa noget at spise.

Ja, ikke!

Men skal vi ikke hellere betale nu og
gaa?

Jo, det er lige fire Kroner.

synes
give
Drikkepenge

[9-A] 229

What do you think we should
tip the waiter?

Hansen

We can give him fifty Øre—
that ought to be more than
enough.

Shall we go?

Smith

wait
Wait just a minute.

I want to get some cigarettes
and matches first.

*vá sýnas ði við sga gt. tjé:næren i
drégopèng?*

1. *vi ka gt. ham haltrés þ:ør. dé
mɔ: vè:ør mé:r en nók.*
2. *vi ka gt. ham haltrés þ:ør, dé
mɔ: vè:ør mé:r en nók.*

sga við sá gá:?

*vénda
vén?d k:ə lét.*

*je sga færst há no:n sigaréðar ɔ
lénsdegar.*

Hvad synes De, vi skal give Tjeneren
i Drikkepenge?

Vi kan give ham halvtreds Øre—det
maa være mere end nok.

Skal vi saa gaa?

vente
Vent lige lidt.

Jeg skal først have nogle Cigaretter og
Tændstikker.

2. Hints on Pronunciation

1. Difference between ɔ: and o:

You may have a little trouble hearing and making the difference between the Danish ɔ:-sound and the o:-sound. Neither of them are just like any sound we have in English. We have given you practice on the ɔ: in Unit 3. To make the o:, say the u-sound in *put*, *push*, and as you say it, make your lips very round and

your mouth very tense. The sound you say in this way will be pretty close to the Danish o:-sound. It is a little like our o-sound in *go* and *so* but your mouth should be more tense and your tongue shouldn't move at all as you say it. Here are some examples of ɔ: and o: for you to practice.

PRACTICE 1

Record 18A, after first spiral.

gɔ:ʔ	gaa	go
gɔ:ʔ	god	good
fɔ:ʔ	faa	get, have
to:ʔ	to	two
hɔ:bə	haabe	hope
kɔ:nə	Kone	wife
sgɔ:ʔl	Skaal	<i>drinking toast</i>
so:ʔl	Sol	sun
gɔ:ʔr	Gaard	farm
bo:ʔr	bor	live, lives

2. *p, t, k, b, d, g.*

Danish *p, t, k, b, d* and *g*, are a little different from English *p, t, k, b, d* and *g*. Before we tell you about the difference we'll have to do a little explaining of terms.

Say the English sound *z*—not *see*, the name of the letter, but *zzz*, as if you were imitating the noise a bee makes. Now say *vvv*, *mmm* and *lll* in the same way. If you put your hands over your ears as you say these sounds, you will hear a buzzing noise. Now say *sss*, *fff*, *shsh*—you won't hear any buzzing noise with these. Sounds which make the buzzing noise are called **voiced** sounds; those that don't make it are called **voiceless**.

In English, vowels and sounds like *b, d, g, v, z, l, m, n*, etc. are voiced—test them out with your hands over your ears and see. Now say the pairs *f-v, s-z, p-b, t-d, k-g*. Be sure that you pronounce the sounds themselves, as you did before, not the names of the letters. As you see, the main difference between the first and second sounds in each pair is that the first one is voiceless and the second voiced.

In Danish, as in English, *p, t* and *k* are voiceless sounds. But, as you listen to and repeat the following examples, notice that there is a strong puff of breath after the Danish sounds—much stronger than the one after the corresponding English sounds. Notice too that, although *t* and *r* are generally voiced sounds, when they come right after *p, t* or *k*, they are voiceless—they sound as though they were being whispered rather than spoken out loud.

PRACTICE 2

Record 18A, after second spiral.

pe:ʔn	pæn	good, nice
pt:ə	Pige	girl
prɔ:və	prøve	try
kɔp	Kop	cup
tɔ:lə	tale	speak

[9-A] 231

hotél?	Hotel	hotel	ðməríká:ʔnsk	amerikansk	American
tre:ʔ	tre	three	klɔŋən	Klokken	the bell
kɔrt	kort	short	kró:nə	Krone	crown
káfə	Kaffe	coffee	tak	Tak	thank you

The main difference between English *p* and *b*, *t* and *d*, *k* and *g*, as we have seen, is that *p*, *t*, and *k* are voiceless while *b*, *d* and *g* are voiced. Danish *b*, *d* and *g*, unlike English *b*, *d* and *g*, are generally *voiceless*, but they are still quite different from Danish *p*, *t* and *k*. In the first place they don't have any puff of breath at all after them, and in the second place, they are weaker sounds than *p*, *t* and *k*. Imitate your Guide or the records in the following examples:

PRACTICE 3

Record 18A, after third spiral.

bédə	bedste	best
bro:r	Bror	brother
sbt:sə	spise	eat
hɔ:bə	haabe	hope
dɔdər	Datter	daughter
dréŋə	drikke	drink
fɔrsdɔ:ʔ	forstaa	understand
dédə	dette	this
gɔt	godt	good, well
grænsə:ɣər	Grøntsager	vegetables
glas	Glas	glass
sgal?	skal	shall
éŋə	ikke	not

pe:ʔn	pæn	prɔ:və	prøve	tá:lə	tale	tre:ʔ	tre	kafə	Kaffe	klɔŋən	Klokken
bédə	bedste	bro:r	Bror	dɔdər	Datter	dréŋə	drikke	gɔt	godt	glas	Glas

In English, as you know, we have pairs of words like *cap* and *cab*, *bet* and *bed*, *back* and *bag*, where the only difference in sound between the two is the difference between the *p* and *b*, *t* and *d*, and *k* and *g* at the end. In ordinary spoken Danish there are no such pairs. *p*, *t* and *k* come at the end of a word *only* when that word is said alone, at the end of a sentence or sometimes before a pause in a sentence. *b*, *d* and *g* come at the end of a word *only* when that word is *not* said alone, at the end of a sentence or before a pause. This means that any word that ends in *p*, *t* or *k* has another pronunciation ending with *b*, *d* or *g* which is used when that word is said in the middle of a sentence. Here are some examples.

PRACTICE 4

Record 18A, after fourth spiral.

fek
nok
je h5:bør di feg n5g ɔ sbt:sə ɔ
dréga.

godt
de vgr g5d ɔ fɔ: n5:əð ɔ dréga.

ven?l
ven?d lét;

fik
nok
Jeg haaber, De fik nok at spise og
drikke.

godt
Det var godt at faa noget at drikke.

vent
Vent lidt.

had
enough
I hope you had enough to eat and
drink.

good
It's good to have something to drink.

wait
Wait a minute.

3. More practice on the catch.

By now you're probably quite familiar with the way you make the Danish "catch", but here are some sentences with a lot of them to give you a little more practice. Be sure you put them all in as you repeat the sentences after the records or your Guide.

PRACTICE 5

Record 18A, after fifth spiral.

ts:ʔəð ɡɔr frə sdasjə:ʔnən klɔgən
tslʔ.

rʃ:ʔər dɛrəs brɔ:r əlʔtɪð? i ts:ʔəð
te bʏ:ʔən;

der ər sɔm rɛ:ʔəl əlʔtɪð? sɔ:ʔl pɔ
mɪd vɛ:ərɪsə kɔli pɔ: dɑ:ʔən.

i ɡɔ:ʔr sɔ:ʔ je pɔ: ɛd
ɛŋʔɡəldvɛ:ərɪsə pɔ: ɛd hɔtəlʔ
hɛ:ʔr i nɛrhɛðʔən.

ʊmʔ ɔ pɛ:ʔdər sɡə ɛnʔ te bʏ:ʔən
fɔrdi:ʔ dɪ sɡə i biɔɡrɑ:ʔfən.

Toget gaar fra Stationen Klokken
tolv.

Ryger Deres Bror altid i Toget til
Byen?

Der er som Regel altid Sol paa mit
Værelse tidligt paa Dagen.

I Gaar saa jeg paa et Enkeltværelse
paa et Hotel her i Nærheden.

Tom og Peter skal ind til Byen,
fordi de skal i Biografen.

The train leaves the station at twelve
o'clock.

Does your brother always smoke in the
train to the city?

As a rule there's always sun in my room
early in the day.

Yesterday I looked at a single room in
a hotel near here.

Tom and Peter are going in town be-
cause they're going to the movies.

SECTION B—WORD STUDY

1. Word Study (Individual Study)

1. Danish equivalents of "some", "any", "something", "anything".

Pay special attention to the words in heavy type as you go through these sentences.

ɔ tʃɛ:nɔrl ka je fɔ:ʔ nɔ:əð brɔ:ʔð
ɔ smɔr;

vi ər hɑfd nɔm kɔlə vɛnʔdrə dɪ
sɪsd pɔr ɔ:ʔr.

234 [9-B]

Og Tjener, kan jeg faa noget Brød
og Smør?

Vi har haft nogle kolde Vintre de
sidste Par Aar.

And waiter, can I have some bread and
butter?

We've had some cold winters the last
few years.

*sga di sé:ʔ nɔ:n a býgneʔærna
frá kræstjan den fjé:rs t̪:ʔð;*

Skal De se nogle af Bygningerne fra
Christian den Fjerdes Tid?

Are you going to see any of the build-
ings from the time of Christian the
Fourth?

*hgr di éga ssa lpsd te ʔ fɔ: nɔ:əð ʔ
sbl:sa;*

Har De ikke ogsaa Lyst til at faa
noget at spise?

Don't you want to get something to eat
too?

de vgr gsd ʔ fɔ: nɔ:əð ʔ dréga;

Det var godt at faa noget at drikke.

It's good to have something to drink.

ss:ʔ di nɔ:əð der vgr pé:ʔnt;

Saa De noget, der var pænt?

Did you see anything that was good?

Look at the words *nɔ:əð* and *no:n* in the first three sentences. From these examples you can see that *nɔ:əð* is used with singular et-nouns like *brø:ʔð* and *smær*, and that *no:n* is used with plural nouns like *vénʔdræ* and *býgneʔærna*. *nɔ:əð* is also used with singular en-nouns, although you haven't had any examples of this as yet.

You can also see that *no:n* corresponds to both "some" and "any". *nɔ:əð* also corresponds to "any" as well as "some".

Now look at *nɔ:əð* in the last three examples and notice that when it is not used with a noun it corresponds to "something" and "anything".

2. *mí:ʔn, mlt, mlt:nə; ánn, ánað, qndræ.*

Look at these sentences.

mi:n mó:r ər dánʔsk.

Min Mor er dansk.

My mother's Danish.

*dər ər ed pé:ʔnd ed i nérhèðʔæn a
mld hotélʔ, tró:ʔr je.*

Der er et pænt et i Nærheden af
mit Hotel, tror jeg.

There's a good one near my hotel, I
think.

hán er é:ʔn a mlt:nə vénər;

Han er en af mine Venner.

He's one of my friends.

dé:ʔr mɔ: vi hén en ánn dǎ:ʔ.

Der maa vi hen en anden Dag.

We'll have to go there some other day.

*je ss:ʔ pɔ: ed éʔgældvè:ərksə pɔ:
ed ánað hotélʔ;*

Jeg saa paa et Enkeltværelse paa
et andet Hotel.

I looked at a single room in another
hotel.

[9-B] 235

*já, men han mæ: dé:lə de mæ ed
pər ǵndrə.*

Ja, men han maa dele det med et
Par andre.

Yes, but he has to share it with a
couple of other people.

Notice that both of the words that are printed in heavy type have different forms according to what nouns they're used with. As you can see, *mi:ʔn* is used with en-nouns—*mi:n mó:r*, *mi:l* is used with et-nouns—*mid hotélʔ*, and *mí:nə* is used with plural nouns—*mí:nə vénər*.

In the same way, *ánən* is used with en-nouns—*en ánən dá:ʔ*, and *ánəð* is used with et-nouns—*ed ánəð hotélʔ*. Notice that here the form *ǵndrə* is used without a following noun in the phrase *ed pər ǵndrə* and that it corresponds to English "others". It is also used with plural nouns to correspond to "other". The Danish equivalent of "other hotels", for example, is *ǵndrə hotélʔər*.

3. Danish equivalents of "how".

vórdən hǵ:ʔr di dəʔ

Hvordan har De det?

How are you?

men vórdən er vénʔdərən hē:ʔrʔ

Men hvordan er Vinteren her?

But how's the winter here?

vórdən kǵmʔər man dé:ʔrɪlʔ

Hvordan kommer man dertil?

How do you get there?

vər lēnə hǵr di vè:ərð i dánmǵrkʔ

Hvor længe har De været i Danmark?

How long have you been in Denmark?

ǵ vər mǵəð kǵsdər de ǵm mǵ:nðənʔ

Og hvor meget koster det om Maanedén?

And how much does it cost a month?

nǵjʔ vər entrəsánʔtl

Nej, hvor interessant!

Oh, how interesting!

Look at these two groups of sentences. In the first group, as you see, the Danish word corresponding to English 'how' is *vórdən* (or *vórdən*), while in the second group it's *vər*. *vórdən* is the general word for "how", but *vər* is used in expressions containing another word like *vər mǵəð*, *vər lēnə*, *vər entrəsánʔtl*, etc.

4. When to use *hen?*

Go over these sentences carefully, paying particular attention to the word *hen?*

<i>vår sga di hén tm??</i>	Hvor skal De hen, Tom?	{Where are you going, Tom? {Where are you going to, Tom?
<i>men vår ve di fløda hén?</i>	Men hvor vil De flytte hen?	Where do you want to move to?
<i>dé:??r mō: vi hén en ánen dá:?</i>	Der maa vi hen en anden Dag.	We'll have to go there some other day.
<i>vår sga vi gō: hén frøgen lårson?</i>	Hvor skal vi gaa hen, Frøken Larsen?	Where shall we go, Miss Larsen?
<i>vi ka ísa gō: hén ɔ sé:?? amá:??ljønbd:??r sláð vōr kōnen bó:??r.</i>	Vi kan ogsaa gaa hen og se Amalienborg Slot, hvor Kongen bor.	We can also go and see Amalienborg Castle, where the king lives.
<i>nōr hán kōm??er, ka vi gō: hén? ɔ sé:?? pō: ed pōnsjoná:??t;</i>	Naar han kommer, kan vi gaa hen at se paa et Pensionat.	When he comes we can go look at a boarding house.

You can see from these examples that *hen?* is used when the sentence involves movement from one place to another and that it indicates vaguely the place one is moving to. Generally we don't use any corresponding word in English, but notice that in the first two questions *hen?* is used in somewhat the same way as English "to". So the combination *vå:??r* and *hen?* (which is sometimes used as one word in Danish) really means "where to".

5. Danish equivalents of "please".

Look at these sentences.

<i>ták de e k:ə ló:?? kró:nōr.</i>	Tak, det er lige to Kroner.	It's just two crowns, please.
<i>me sógōr ɔ flø:ðə; já ták;</i>	Med Sukker og Fløde? Ja Tak.	With sugar and cream? Yes, please.
<i>ve di vé:ər sō vēnlí ɔ st:ə me va klōgen ér.</i>	Vil De være saa venlig at sige mig, hvad Klokken er?	Will you please tell me what time it is?
<i>mō: je k:ə fā:?? sál?dāð.</i>	Maa jeg lige faa Saltet?	Can I have the salt, please?

[9-B] 237

You may have noticed that there is no one word in Danish which corresponds to English "please". Sometimes you use *tak*—'thank you'—where we would use "please", as in the first and second sentences. When you ask someone to do something for you, as in the third sentence, you often use the phrase *ve di vé:er so vénli* . . . — 'Will you be so kind (as) to. . . . And sometimes instead of a word expressing the idea of please, you use quite a different word to make your request more polite. Notice, for example, the last sentence where the Danish really means "May I just have the salt?"

6. The adjective *ny*:?

Look at this sentence.

*bá:ʔyēsdər feg vi kyleŋ me ný:ʔ
kartōflər ɔ agúrɔsalá:ʔt.*

Bagefter fik vi Kylling med ny
Kartofler og Agurkesalat.

Afterwards we had chicken with new
potatoes and cucumber salad.

Notice that the adjective *ny*:? has the basic form although it is used with a plural noun. For some speakers of Danish the adjective *ny*:? has three forms, the basic form *ny*:?, the t-form *nyt* (notice the short vowel) and the ø-form *ný:ə*. So in the above sentence they would say *ný:ə kartōflər*. For other speakers of Danish, this adjective has only the two forms, *ny*:? and *nyt*. They use the basic form *ny*:? in place of the ø-form *ný:ə* and so say, as does the speaker on the records, *ný:ʔ kartōflər*. Either usage is all right.

7. *Isə*.

Look at the word *Isə* in these two sentences:

dē sá:ə pē:ʔdər Isə;

Det sagde Peter ogsaa.

Peter said so too.

*já dē ɛ Isə é:ʔn a kōbənɦvʔns
bēsda resdərɔŋʔər.*

Ja, det er ogsaa en af Københavns
bedste Restauranter.

Yes, that's really one of the best
restaurants in Copenhagen.

Isə is another of those Danish words that sometimes have a specific meaning of their own and sometimes give a meaning to the whole sentence. In the first sentence above, as you can see, *Isə* corresponds to English 'too' or

'also', while in the second sentence it makes the whole statement more definite and emphatic. Notice that the word "really" in the English equivalent does more or less the same thing, but observe too that we could also do the same thing by using an emphatic tone of voice.

2. Covering the English and Danish of Word Study (Individual Study)

Check yourself on your knowledge of the *Word Study* by covering first the English, then the Danish, and making sure you know everything thoroughly.

3. Review of Basic Sentences

With the Guide or records, review the first half of the *Basic Sentences* as in previous units.

SECTION C—REVIEW OF BASIC SENTENCES

1. Review of Basic Sentences (Cont.)

Review the second half of the *Basic Sentences*.

2. Covering the English of the Basic Sentences (Individual Study)

Go through the *Basic Sentences* covering up the English and reading aloud the Danish. Check up on anything you do not know, until you are sure of everything.

3. What Would You Say? (Individual Study)

A. In Denmark, telephone numbers are not said as they are here. A phone number having two figures, like 41, is *é:ʔn ɔ fəɾə*—forty-one. A phone number of three figures like 822 is *ʃ:da húnɾəðə ɔ tó:ʔ ɔ tʃ:və*—eight hundred

[9-C] 239

and twenty two. A phone number of four figures is divided in half and said two figures at a time. 2634 is *ségs* 2 *tý.ve* *ft.ər* 2 *tréðva*—twenty-six, thirty-four. To make yourself familiar with the Danish numbers over twelve, read the following aloud as telephone numbers the way they are described here. Practice them until you can say them quickly with no hesitating.

57	2791	95	3215
345	847	6249	719
4582	7645	7388	6714
777	33	18	517
3354	921	2616	6099

B. Read this paragraph and then answer the questions that follow.

Peter Hill, an American, spends the evening with some Danish friends.

pè:dər hél hq:ʔr no:n dānsgə vənər der hēðər ɔnərsən;

pè:ʔdər sgá der te méda en áfdən klɔgən ségs;

dí bó:ʔr ú:ðənfər kɔbənɦvʔn, sɔ hán mɔ: ta ed éstɔ:ʔɣ dərɔtél.

fərsd fɔ:ʔr han en gó:ʔ méda.

bá:ʔəfdər gər dí én? i ed ánəð vé:ərɔlsə, ɔ fɔ:ʔr en kɔb káfə, ɔ rɣ:ʔər en sigərét.

dí tá:ʔlər ɔm vé:ʔərð ɔ ɔm kɔbənɦvʔn.

pè:ʔdər hqər kón vé:ərð i kɔbənɦvʔn i tré:ʔ dá:ə, mən han hqər sé:ʔd amá:ʔljənð:ʔr ɔ vé:ərð pɔ: nasjóná:ʔl-musè:əð, ɔ pɔ: ləŋəlɩ:njə;

Peter Hill har nogle danske Venner, der hedder Andersen.

Peter skal der til Middag en Aften Klokken seks.

De bor uden for København, saa han maa tage et S-Tog dertil.

Først faar han en god Middag.

Bagefter gaar de ind i et andet Værelse og faar en Kop Kaffe og ryger en Cigaret.

De taler om Vejret og om København.

Peter har kun været i København i tre Dage, men han har set Amalienborg, og været paa Nationalmuseet og paa Langelinie.

han ka gđđ lí:ʔ kǝbǝnhǝvʔn, fǝrdí:ʔ de ɛ en mǝđđ rǝ:ʔn
bǝ:ʔ.

dí lǝ:ʔlǝr ʃsǝ ɔm amǝ:ʔrika.

pǝ:ʔdǝr ɛr frǝ wǝʃjɛntɔn, mǝn han hǝr vǝ:ǝđ ɛd hǝ:ʔld
ʃ:ʔr í sjíkǝ:go.

famí:lǝn ǝnǝrsǝn hǝr ʃsǝ vǝ:ǝđ í amǝ:ʔrika, mǝn dí
hǝr kǝn vǝ:ǝđ í ny ʃǝrk;

kǝđǝn ʊlʔ stǝr pǝ:ʔdǝr fǝrvǝl tǝ famí:lǝn ǝnǝrsǝn, sɔm
hǝ:ʔdǝr han hǝr hǝfd en hǝgǝlǝ áfdǝn.

sǝ ʊlʔ:ʔr han de sísdǝ ǝstǝ:ʔɣ jǝmʔ.

Questions:

1. vǝ:ʔr bǝ:ʔr pǝ:ʔdǝr hǝls vǝnǝrʔ
2. vǝ hǝđʔǝr díʔ
3. vǝrdǝn kǝmʔǝr han dǝrtǝlʔ
4. vǝ lí:ʔđ sǝa han vǝ:ǝr dǝr tǝ mǝdaʔ
5. vǝ lǝ:ʔlǝr dí ʃmʔʔ
6. vǝr lǝnǝ hǝr pǝ:ʔdǝr vǝ:ǝđ í kǝbǝnhǝvʔnʔ
7. vǝ:ʔr hǝr han vǝ:ǝđ í kǝbǝnhǝvʔnʔ
8. pǝ:ʔdǝr ka gđđ lí:ʔ kǝbǝnhǝvʔn, mǝn vǝrfǝrʔ
9. vǝ:ʔr ǝr pǝ:ʔdǝr frǝ:ʔʔ
10. vǝ:ʔr hǝr famí:lǝn ǝnǝrsǝn vǝ:ǝđ í amǝ:ʔrikaʔ
11. vǝrnǝ:ʔr gǝr pǝ:ʔdǝr jǝmʔʔ

Han kan godt lide København, fordi det er en meget ren
By.

De taler ogsaa om Amerika.

Peter er fra Washington, men han har været et helt Aar
i Chicago.

Familien Andersen har ogsaa været i Amerika, men de
har kun været i New York.

Klokken tolv siger Peter Farvel til Familien Andersen,
som haaber, han har haft en hyggelig Aften.

Saa tager han det sidste S-Tog hjem.

Hvor bor Peter Hills Venner?

Hvad hedder de?

Hvordan kommer han dertil?

Hvad Tid skal han være der til Middag?

Hvad taler de om?

Hvor længe har Peter været i København?

Hvor har han været i København?

Peter kan godt lide København, men hvorfor?

Hvor er Peter fra?

Hvor har Familien Andersen været i Amerika?

Hvornaar gaar Peter hjem?

C. How would you do the following in Danish:

1. Ask someone how to get (*købe*) to Amalienborg Castle.
2. Tell a friend that you're trying to find another room.
3. Tell a friend who's going to Copenhagen that you have some good friends there.
4. Ask someone if he has any cigarettes.
5. Tell a friend who's asked you and some other friends to go to the movies that you would like to go but the others can't tonight.
6. Tell someone that your room is too expensive.
7. Ask someone how many children he has.
8. Suggest to a friend that you try another restaurant when you don't get waited on where you are.
9. Tell someone that your wife and your children are coming to Copenhagen tomorrow.

SECTION D—LISTENING IN

1. What Did You Say?

- A. The Leader will skip around the group, calling on you to read off the telephone numbers. Try to do it rapidly with no hesitation.
- B. The Leader will have you take turns around the group giving your answers to the questions.
- C. The Leader will have you tell what you would say in Danish in the given situations.

2. Word Study Check-Up

As you have done in the previous units, go back to the Word Study and give the correct Danish for each English expression without having to read it from the book. The Group Leader or one of the members of the Group should read the English.

3. Listening In

With your book closed, listen to the following conversations as read by the Guide or phonograph record. Repeat the Danish immediately after hearing it. After the first repetition of each conversation, check up on the meaning of anything you do not understand, by asking someone else or by going back to the *Basic Sentences* if no one knows. Repeat again if necessary with books open, then take parts and carry on the conversation.

1. Tom Smith and Miss Larsen are going out for dinner.

Record 18B, beginning.

smet

ví:ʔr sga ví gɔ: hén ɔ sbi:sə méda?

kgr dí lpsd te ɔ gɔ: i tivoli;

frøken larsen

já dé ve je máðð gérnə.

je er réð súl?ðən.

smet

dé er je ɔsə;

kəm, la ɔs tá:ʔ sbórvɔʔnən hé:ʔr.

Smith

Hvor skal vi gaa hen at spise Middag?

Har De Lyst til at gaa i Tivoli?

Frøken Larsen

Ja, det vil jeg meget gerne.

Jeg er ret sulten.

Smith

Det er jeg ogsaa.

Kom, lad os tage Sporvognen her!

2. In the restaurant.

Record 18B, after first spiral.

smel

tjé:nør! mɔ: je fʃ:ʔ menʃkðrðəð.

ták. vá ve dɛ há:ʔ frøgən lårson? kþð èlør féske;

frøgən lårson

ja la mǽj sé:ʔ va dər ér.

smel

dɛ ka fɔ: lǽmæsððjʔ mɛ érdər, kʃlən mɛ ný:ʔ kartʃflər,
èlør fɔrsɣélʔiə slags smørrebrø:ʔð.

men dɛ ve mð:sge: hélərə ha sóbə sððjʔ ɔ en desé:ʔrt;

frøgən lårson

né: ták. sʃ mǽðð ka je égə sbá:sə.

smel

men je sýns dɛ sá:ɔ dɛ vər súlʔðən;

frøgən lårson

dé ér je ʃsə;

men ves je fʃ:ʔr ed pər sððgər smørrebrø:ʔð ɔ en desé:ʔrd
bð:ʔyéðər, tró:ʔr je de er mɛ:r en nʃk.

244 [9-D]

Smith

Tjener, maa jeg faa Menukortet?

Tak! Hvad vil De have, Frøken Larsen, Kød eller Fisk?

Frøken Larsen

Ja, lad mig se, hvad der er.

Smith

De kan faa Lammesteg med Ærter, Kylling med ny
Kartofler eller forskellige Slags Smørrebrød.

Men De vil maaske hellere have Suppe, Steg og en
Dessert?

Frøken Larsen

Nej Tak, saa meget kan jeg ikke spise!

Smith

Men jeg synes, De sagde, De var sulten.

Frøken Larsen

Det er jeg ogsaa.

Men hvis jeg faar et Par Stykker Smørrebrød og en
Dessert bagefter, tror jeg, det er mere end nok.

smet

jé ve nu hólara ha kýlun me ný: ? kgríðflar o agúrgeald: ?i.
o mæ:sgé: ? no: n gransá: yor.

frøgon lærson

já dé smá: yor þs: gðt.

smet

jé er máað kærði.
har dð éga þsá lðsd te o fo: nð:æð o dréga;
dð ka fð: ? rð: ?n élør øl.

frøgon lærson

ed glas vt: ?n vðlæ vè: ær dðjlit, tðk;

smet

já dé sýns je þs;

3. The waiter brings the food and the wine.

Record 18B, after second spiral.

smet

sgo: ?ll

frøgon lærson

sgo: ?ll dé vgr en dðjli vt: ?n;

Smith

Jeg vil nu hellere have Kylling med ny Kartofler og
Agurkesalat, —og maaske nogle Grøntsager.

Frøken Larsen

Ja, det smager ogsaa godt!

Smith

Jeg er meget tørstig.
Har De ikke ogsaa Lyst til at faa noget at drikke?
De kan faa Vin eller Øl.

Frøken Larsen

Et Glas Vin vilde være dejligt, Tak!

Smith

Ja, det synes jeg ogsaa.

Smith

Skaal!

Frøken Larsen

Skaal! Det var en dejlig Vin!

[9-D] 245

smel

tjé:narl mo: je f3:ʔ leð brø:ʔð ɔ smær.
er smærabrø:ʔðəð g3t;

frøgon lærson

já tág dé ér də.
mo: je k:ə f3:ʔ sálʔdəð;

smel

vérs gó:ʔ;
men vá ve di ha bá:ʔyðfdər frøgon lærson?
der ər rø:ʔðgrø:ʔð me flø:ðə, elər t:ʔs.

frøgon lærson

ták, je ve gérnə ha rø:ʔðgrø:ʔð me flø:ðə.
men sga d3 éga ha n3:əð¹.

4. After they have finished eating.

Record 18B, after third spiral.

smel

ble: di með frøgon lærson, elər ve di ha mé:r ɔ sbl:sə.

Smith

Tjener, maa jeg faa lidt Brød og Smør?
Er Smørrebrødet godt?

Frøken Larsen

Ja Tak, det er det.
Maa jeg lige faa Saltet?

Smith

Værsaagod!
Men hvad vil De have bagefter, Frøken Larsen?
Der er Rødgrød med Fløde eller Is.

Frøken Larsen

Tak, jeg vil gerne have Rødgrød med Fløde.
Men skal De ikke have noget?

Smith

Blev De mæt Frøken Larsen, eller vil De have mere at
spise?

¹ Tom's answer jó: je sga há:ʔ t:ʔs. was omitted from the record.

frøgon larsen
né: máno lák. jé er mæt.
sga vi sá gá:?

smet
né: vén?á lét.
je sga k:á gi: tjé:næren drégapèno.

frøgon larsen
lág dé var en dájli méda.

smet
já sél? lák. kóm, la os sá gá:?

5. *A Danish Tongue-Twister.*

Record 18B, after fourth spiral.

vá ér dær?
dær ær érdær;
ær dær érdær;
já dé ér dær.

Frøken Larsen
Nej mange Tak! Jeg er mæt.
Skal vi saa gaa?

Smith
Nej, vent lidt.
Jeg skal lige give Tjeneren Drikkepenge.

Frøken Larsen
Tak, det var en dejlig Middag.

Smith
Ja, selv Tak! Kom, lad os saa gaa!

Hvad er der?
Der er Ærter!
Er der Ærter?
Ja, det er der.

SECTION E—CONVERSATION

1. Covering the Danish of the Basic Sentences

(Individual Study)

Cover the Danish of the *Basic Sentences* and practice saying the Danish equivalents of the English expressions

2. Vocabulary Check-Up

Give the Danish expressions for the English equivalents in the *Basic Sentences* as the Group Leader calls for them.

3. Conversation

As you have done in the *Conversation* in the previous units, begin to converse by following the models outlined below fairly closely; then change the situations somewhat. Invent new combinations of subject matter.

1. An American man is making a dinner date with a Danish girl. He asks her if she'd like to go and eat dinner with him. She says she would. He asks where she'd like to go. She tells him about a good restaurant near Tivoli—says it's one of the best restaurants in Copenhagen and has wonderful food. She says she was there yesterday and had a very good dinner. He

asks what she had to eat. She describes her dinner. He says that they'll go there then and asks how to get there. She tells him that they can take a bus or a streetcar to Raadhuspladsen. They arrange what time they'll meet and where.

2. The American man and the Danish girl are just sitting down in the restaurant. The man asks the waiter for the menu. After he has looked at it he tells the girl what there is and asks what she wants. She decides on her dinner and asks him what he's going to have. He tells her and then gives the order to the waiter. The waiter asks if they'd like something to drink. The girl says that a glass of wine would taste good, so the man orders two glasses of wine. When it comes they drink a toast. Then the waiter comes with the food. After they've eaten the waiter asks if they'll have dessert. They ask him what he has and he tells them that they can have ice cream or fruit pudding. The girl chooses ice cream, the man says he'd rather have fruit pudding. He says that he has never had it in America and that he likes it very much. He also orders coffee with cream and sugar. When they've finished their dessert he offers the girl a cigarette and asks her if she had enough to eat. She says yes, it was a wonder-

ful dinner. He calls the waiter and asks for the check. He asks the girl how much she thinks he should give the waiter for a tip—the check is ——— (probably

from one crown and fifty (Øre) to four or five crowns). She tells him ——— (fifteen per cent of the check). They pay and leave.

SECTION F—CONVERSATION (Cont.)

Continue the conversations started in Section E, with a review of parts 1 and 2 of the section if necessary.

Finder List

From now on the change of *p, t* and *k* to *b, d* and *g* in forms that have *-a, -an, -að* or *-ar* added, will not be indicated in the *Finder Lists*.

agúrgasald:ʔi/agórgasald:ʔi, -an, -ar (Agurkesalat, -en, -er) cucumber salad

bá:ʔyðdar/bá:ʔyðdar/bá:ʔyðdar (bagefter) afterwards

ble:ʔv/ble:ʔ (blev) became

blá:a, blá:ʔar/bláar (blive) become

brø:ʔð, -að (Brød, -et) bread

dåjli (dejlig) wonderful

desé:ʔri, -an, -ar (Dessert, -en, -er) dessert

drégapèna (Drikkepenge) tip, ("drinking money"). This noun is always plural.

érʔi, -an, érdar (Ært, -en, -er) pea

fesk, -en, — (Fisk, -en, —) fish

forsgélʔi (forskellig) different

gi:ʔ (give) give

grænsd:ʔar (Grøntsager) vegetables

hélərə (hellere) rather

i:ʔs, -an (Is, -en) ice cream

kýlen, kýlenʔan, kýlenʔar (Kylling, -en, -er) chicken

køð, køðʔað (Kød, -et) meat

lámásdåjʔ, -an, lámásdåjə (Lammesteg, -en, -e) roast lamb

løst, -an (Lyst, -en) desire, wish

ha løsd te (have Lyst til) want

menýkört, -að, — (Menumkört, -et, —) menu

mæt, *méð* (mæt) full

ny:?, *nyl*, *ný:*ə (ny, -t, -e) new. See Word Study, Comment 6.

rþ:ʔðgrþ:ʔð, -ən (Rødgrød, -en) fruit pudding

*sá:*ə (sagde) said

salʔt, -að (Salt, -et) salt

sdajʔ, -ən, *sdajə* (Steg, -en, -e) roast

sdþga, -ð, -r (Stykke, -t, -r) piece

sg:ʔl (Skaal) a drinking toast

slags, -en, — (Slags, -en, —) kind

smá:ɣə (smage) taste

smær, *smærʔað* (Smør, Smørret) butter

sóba, -n, -r (Suppe, -n, -r) soup

súlʔdæn, *súlʔdnə* (sulten, sultne) hungry

sýnəs/syns (synes) think

tærði (tørstig) thirsty

véla (vilde) would

vénda (vente) wait

vi:ʔn, -ən, *vt:nə* (Vin, -en, -e) wine

UNIT 10

SHOPPING

SECTION A—BASIC SENTENCES

Go once through the *Basic Sentences* in unison, then do the *Hints on Pronunciation*, and then go twice more through the *Basic Sentences* individually.

1. Basic Sentences

Bill Butler goes out to buy some clothes with his Danish friend, Mr. Knudsen.

Record 19A, beginning.

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
<i>Butler</i> buy clothes (clothing)	<i>kø:ba</i> <i>tj</i>	<i>købe</i> <i>Tøj</i>
I have to see about buying some clothes.	<i>je mo: sé: ? o kø:ba nd:əd tj;</i>	Jeg maa se at købe noget Tøj.
Where should I go to get 'em?	<i>mæn vð: ?r sga je gɔ: hén ? o fj: ? dɔ?</i>	Men hvor skal jeg gaa hen at faa det?
<i>Knudsen</i> What are you going to get?	<i>vá sga di há: ??</i>	Hvad skal De have?

[10-A] 251

Buller

should
white
shirts
underwear

I should get some white shirts
and some underwear.

coat
And maybe I ought to get a
coat too.

this
This one's too small, I think.

eaten
I guess I've eaten too much here
in Denmark.

Knudsen

size
use
I wonder

What size do you wear, I wonder?

Butler

used
I wear size 15 in America.
252 [10-A]

sgúla
ví:ða
sgjórdar
ónærlíj

je sgu gérna há no:n ví:ða sgjórdar o
nð:æð ónærlíj.

fróga
o mæ:sgé:ʔ sgu je hsa há:ʔ en fróga.

déna
je tró:ʔr déna hé:ʔr er fjr líla.

sbi:ʔst
je trí:ʔr je gr sbi:sð fjr máæð hé:ʔr
i dánmark.

sðæralsæ
brú:æ
mon

vá sðæralsæ brú:ær dí mon?

bróga
je bróga sðæralsæ fémʔðæn i amé:ʔrika.

skulde
hvide
Skjorter
Undertøj

Jeg skulde gerne have nogle hvide
Skjorter og noget Undertøj.

Frakke
Og maaske skulde jeg ogsaa have en
Frakke.

denne
Jeg tror, denne her er for lille.

spist
Jeg tror, jeg har spist for meget her i
Danmark.

Størrelse
bruge
mon
Hvad Størrelse bruger De mon?

brugte
Jeg brugte Størrelse femten i Amerika.

Knudsen

I think that'll be size 38 in
Denmark.

store
But they'll tell you in the store.

set
suit (man's)
If you're going to get a suit or
a coat, I know where you
should go.

There's a good store near
Raadhuspladsen.

brown
I got a brown suit there last fall.

Record 19B, beginning.

looked like
had
with
It looked like the one you had
on at our house yesterday.
It was really quite expensive,
though.

*je tró:ʔr dé blær sáerlæsa 3:da 3
trédvæ i dánmærk.*

*fórédnæg
men dé ka di st:æ dæm i fórédnægʔæn.*

*set
sed ksj
ves di sga há:ʔ en fróga ælær ed sed
ksj, vé:ʔ je gód, vør di sga go: hén.*

*der ær en gó:ʔ fórédnæg ll:æ ve
ræðhusplæsen.*

*bru:ʔnt
je fég ed brú:ʔnd sed ksj dé:ʔr sísdæ
æfdærd:ʔr.*

*ll:ɣnæðæ¹
há:ðæ
hos
de ll:ɣnæðæ úé di hà:ðæ pó:ʔ hos ts i
gʃ:ʔr;
men de vør nu tsæ réd dý:ʔrt;*

Jeg tror, det bliver Størrelse otte og
tredive i Danmark.

Forretning
Men det kan de sige Dem i
Forretningen.

Sæt
Sæt Tøj
Hvis De skal have en Frakke eller et
Sæt Tøj, ved jeg godt, hvor De skal
gaa hen.

Der er en god Forretning lige ved
Raadhuspladsen.

brunt
Jeg fik et brunt Sæt Tøj der sidste
Efteraar.

lignede
havde
hos
Det lignede det, De havde paa hos os
i Gaar.
Men det var nu ogsaa ret dyrt.

¹ Another pronunciation of this word is *ll:næðæ* without the *ɣ*.

If you want shirts, there's a
good store right here.

Butler

Thanks a lot.

because *or* for
Don't wait for me, because I
think it'll take a little time.

pair
shoes

I'm going to get a pair of brown
shoes, too, if I can find some.

*ves di ve ha sgjórdar, er der en gó?
foréðney lí:ð hé:ðr.*

mǫnð ták.

*for
di sga éga vénda þó: mǫj, for je
tró:ðr de tí:ðr led lí:ðð;*

*þar
sgo:ð
je sga ísa há:ð ed þar brú:nə sgó:ð,
ves je ka féna nó:n.*

In the store

Salesman

What can I do for you, sir?

Butler

number
I'd like some white shirts,
size 38.

Salesman

loose
collar

With detachable collar?

254 [10-A]

vá sga ða vé:ðr hér?

*nóm:ðr
je ve gérna há no:n ví:ðð sgjórdar
nòmər í:ðə ɔ tréðva.*

*lþ:ðs
flép
me lþ:ðs flép;*

Hvis De vil have Skjorter, er der en
god Forretning lige her.

Mange Tak.

for
De skal ikke vente paa mig, for jeg tror,
det tager lidt Tid.

Par
Sko

Jeg skal ogsaa have et Par brune Sko,
hvis jeg kan finde nogle.

Hvad skal det være, Herr.

Nummer

Jeg vil gerne have nogle hvide Skjorter
Nummer 38.

løs

Flip

Med løs Flip?

Butler
Yes, please.

já tak.

Ja Tak.

Salesman
Here they are.

vérs gó:?

Værsaagod!

Butler
fit(s)
Do you think they'll fit me?
large
Are they large enough?

pásar¹
tror di je ka pása dæm;
sdó:ar
er di sdó:ar nok;

passer
Tror De, jeg kan passe dem?
store
Er de store nok?

Salesman
Yes, they are.
That's your size.

já dé ér di.
de e déras sdærsæ.

Ja, det er de.
Det er Deres Størrelse.

Butler
How much are they?

vá kósdær di?

Hvad koster de?

Salesman
apiece
They cost fifteen and a half
crowns apiece.

sdþgæð
di kósdær fém?dæn en hál? kró:næ
sdþgæð.

Stykket
De koster femten en halv Krone
Stykket.

¹ The basic form, *pása*, which is used in the next sentence, should have been recorded here instead of the present form, *pásar*.

Buller

That's expensive.

dé e dj:rt;

Det er dyrt.

cheaper

billiara

billigere

Don't you have any cheaper ones?

hå:rt di éga nó:n der er billiara;

Har De ikke nogle, der er billigere?

Salesman

No, not with detachable collars.

né: éga me lø:ts flép.

Nej, ikke med løs Flip.

Buller

thought

tró:ða

troede

them or those

dem

dem

I didn't think shirts were so expensive, but let me have three.

*je tró:ða éga skjórdar vgr sá dj:ar,
men la me fý:tré: á dem.*

Jeg troede ikke, Skjorter var saa dyre, men lad mig faa tre af dem.

Record 20A, beginning.

Salesman

thing or things

teng?

Ting

Was there anything else, sir?

vgr der ándra teng? hér.

Var der andre Ting, Herr?

ties

slébs

Slips

pyjamas

pydjá:mas

Pyjamas

Ties or pyjamas?

slébs elar pydjá:mas.

Slips eller Pyjamas?

Buller

Yes, let me have two pairs of pyjamas in my size.

*já la me sá fý:tré: par pydjá:mas
i mí:n stórrelsa.*

Ja, lad mig ogsaa faa to Par Pyjamas i min Størrelse.

<i>Salesman</i> unfortunately I'm sorry, but we don't have any in your size.	<i>desværa</i> vi hq:ʔr desværa éga nó:n i déræs sdærolsa.	<i>desværre</i> Vi har desværre ikke nogle i Deres Størrelse.
<i>Butler</i> socks Have you got some brown socks?	<i>sógar</i> hq:ʔr di nó:n brú:ná sógar;	<i>Sokker</i> Har De nogle brune Sokker?
<i>Salesman</i> Yes, we have. What size?	<i>já dé hq:ʔr vi. vá sdærolsa?</i>	<i>Ja, det har vi. Hvad Størrelse?</i>
<i>Butler</i> small I generally take size 11, but I'd rather have them too large than too small.	<i>smá:ʔ</i> ie brú:ər som ré:ʔal sdærolsa élvə, men di mɔ: hæləra vè:ər fɔr sdó:ər en fɔr smá:ʔ.	<i>smaa</i> Jeg bruger som Regel Størrelse 11, men de maa hellere være for store end for smaa.
<i>Salesman</i> Here's your size. How many pairs do you want?	<i>hé:ʔr er déræs sdærolsa. vər mənə</i> <i>pər sga de vé:ər?</i>	<i>Her er Deres Størrelse. Hvor mange</i> <i>Par skal det være?</i>
<i>Butler</i> I'll take two pairs, please.	1. <i>tág la mə fɔ:ʔ ló:ʔ pər.</i> 2. <i>ták, la mə fɔ:ʔ ló:ʔ pər;</i>	<i>Tak, lad mig faa to Par.</i>
<i>all</i> And then that's all for today.	<i>alʔt</i> <i>ɔ sɔ er dé álʔd fɔr i dá:ʔ.</i>	<i>alt</i> Og saa er det alt for i Dag.

2. Hints on Pronunciation

1. *u* and *o*

The difference between Danish *u* and *o* is quite small. The *u* is like our *oo*-sound in *boot* but pronounced much shorter. The *o* is more like the *u*-sound in *put*, but it is also pronounced very short. Listen for the difference between the two in the following examples:

PRACTICE 1

Record 20A, after first spiral.

<i>hun</i>	hun	she
<i>minút</i>	Minut	minute
<i>súl'dən</i>	sulten	hungry
<i>kûnə</i>	kunde	could
<i>kon</i>	kun	only
<i>ron'ɪ</i>	rundt	around
<i>sôgər</i>	Sukker	sugar
<i>brôgdə</i>	brugte	used
<i>nôm'ər</i>	Nummer	number

<i>hun</i>	hun	<i>súl'dən</i>	sulten
<i>kon</i>	kun	<i>nôm'ər</i>	Nummer

<i>kûnə</i>	kunde
<i>sôgər</i>	Sukker

2. *u:* and *o:*

It is easier to hear the difference between the long *u:* and *o:*. The *u:* is, of course, very much like the *oo*-sound in *boot*, only your mouth is tenser and your lips are more rounded as you say it. The *o:* you've practiced in Unit 9. Listen for the difference between *u:* and *o:* in the following practice.

PRACTICE 2

Record 20A, after second spiral.

<i>ú:ðə</i>	ude	out
<i>bru:'n</i>	brun	brown
<i>tú:'sən</i>	tusind	thousand
<i>brú:nə</i>	brune	brown
<i>to:'</i>	to	two
<i>so:'l</i>	Sol	sun
<i>kô:nə</i>	Kone	wife
<i>krô:nə</i>	Krone	crown

<i>ú:ðə</i>	ude	<i>bru:'n</i>	brun	<i>brú:nə</i>	brune
<i>kô:nə</i>	Kone	<i>so:'l</i>	Sol	<i>krô:nə</i>	Krone

3. The Danish *l*

You may have noticed that the Danish *l* is not just like the *l* of most Americans. Say the English word *hotel*. If you use the kind of *l* that most Americans do, you will find that just the tip of your tongue touches the ridge above your upper teeth and the rest of your tongue is pulled back in your mouth.

When you say the *l* in the Danish word *hotél*?, the upper front part of your tongue rests flat against the front part of the roof of your mouth and your lips are drawn slightly back. This makes the Danish *l* sound rather different from the *l* that most Americans generally say. (Some Americans from certain parts of the South say an *l* that is more like the Danish *l*.) Imitate the Guide or the speaker on the records as he pronounces the following words, paying special attention to the *l*'s.

PRACTICE 3

Record 20A, after third spiral.

<i>let</i>	<i>lidt</i>	a little
<i>lille</i>	<i>lille</i>	little, small

<i>blé:sə</i>	<i>blæse</i>	blow
<i>él?ars</i>	<i>ellers</i>	else
<i>dé:lə</i>	<i>dele</i>	share
<i>hélərə</i>	<i>hellere</i>	rather
<i>hotél?</i>	<i>Hotel</i>	hotel

4. Rapid speech.

You may have noticed that in a Danish sentence the stressed words and syllables stand out quite clearly, but the short unstressed words are run together so rapidly that it's sometimes hard to tell what they are. This may cause you a little trouble in understanding Danish conversation when you hear it. The only thing to do is to observe carefully what happens to the unstressed words as you listen to the *Basic Sentences* and the *Listening In's*, and to try to do the same thing yourself. By doing this you'll get used to the way in which the unstressed words are run together and you'll be able to recognize them more easily when you hear them.

In the following sentences notice especially how the words that are joined by tie-lines (—) are run together.

PRACTICE 4

Record 20A, after fourth spiral.

vá sga—da vé:ər hér?

Hvad skal det være, Herr?

What do you want, sir?

hgr—di lpsd te:ə gð: i tivoli;

Har De Lyst til at gaa i Tivoli?

Would you like to go to Tivoli?

já dē—ve je máðð gérna.

Ja, det vil jeg meget gerne.

Yes, I'd like to very much.

tror—di—vi for gðd vé:ər i mórən;

Tror De, vi faar godt Vejr i Morgen?

Do you think we'll have good weather tomorrow?

5. Another point about rapid speech.

You know that when we speak rapidly in English we often leave off *h*'s at the beginning of unstressed words. We say, for instance, *I saw 'im yesterday* or *Did you ask 'er to go with you?* Exactly the same thing happens in Danish. Listen to the pronunciation of the words *hgr:ər* and *ham* in the following sentences. If you're working with a Guide, he may be trying to speak carefully for your benefit and so will keep the *h*, but if he speaks perfectly naturally he'll probably leave it off.

PRACTICE 5

Record 20A, after fifth spiral.

je tró:ər je gr sbi:sd for máðð
hé:ər i dánmqrk.

Jeg tror, jeg har spist for meget
her i Danmark.

I think I've eaten too much here in
Denmark.

di ka gt: am haltrés ø:ər.

De kan give ham 50 Øre.

You can give him 50 Øre.

280 [10-A]

SECTION B—WORD STUDY

1. Word Study (Individual Study)

1. Verbs used to talk about things that happened in the past.

Look at these sentences:

A

vá fég di ɔ sbt:sə?	Hvad fik De at spise?	What did you have to eat?
dé sá:ə pé:ʔdər ʃsə;	Det sagde Peter ogsaa.	Peter said so too.
ble: di mé:t, élar ve di ha desé:ʔrt;	Blev De mæt, eller vil De have Dessert?	Have you had enough to eat (did you become full) or will you have dessert?
de var ré:ʔnt, men der var éga só:ʔl;	Det var rent, men der var ikke Sol.	It was clean but it didn't get any sun.
de kósdəðə ɔ:dənt:ʔ kró:nər ɔm dā:ʔən.	Det kostede otte-ni Kroner om Dagen.	It cost eight or nine crowns a day.
je brógðə sdærləsa fémʔdæn i amé:ʔrika.	Jeg brugte Størrelse femten i Amerika.	I wear (took) size fifteen in America.
de lɪ:ʔnəðə dé di hà:ðə pɔ:ʔ hos ʃs i gɔ:ʔr;	Det lignede det, De havde paa hos os i Gaar.	It looked like the one you had on at our house yesterday.
je tró:ðə éga sǵjórdər var sɔ́ dý:ər.	Jeg troede ikke, Skjorter var saa dyre.	I didn't think shirts were so expensive.
sɔ:ʔ di nɔ:əð der var pé:ʔnt;	Saa De noget, der var pænt?	Did you see anything that was good?

Look at the verb forms in heavy type in these sentences. As you see they correspond to English verb forms like "said", "look", "was", "looked like", "saw", etc. Notice that they are all used to talk about things that happened in the past. Therefore we will call them **past forms**.

Now look at these sentences:

B

<i>vor lēng har dt vē:ərð hē:ʔr i bý:ʔan?</i>	Hvor længe har De været her i Byen?	How long have you been here in town?
<i>men vi ar háfd no:n kślā vén?dra dt sísd pqr š:ʔr.</i>	Men vi har haft nogle kolde Vintre de sidste Par Aar.	We've had some cold winters the last couple of years, though.
<i>je ar əldri sē:ʔd ed vē:ərslə, der vqr sś līlā.</i>	Og jeg har aldrig set et Værelse, der var saa lille.	And I've never seen a room that was so small.
<i>je tró:ʔr je ar sbi:sd fqr máəð hē:ʔr i dánmqrk.</i>	Jeg tror, jeg har spist for meget her i Danmark.	I think I've eaten too much here in Denmark.

Pay special attention to the words in heavy type. Notice that they're all verb phrases with *hg:ʔr*, that they correspond to the English verb phrases *have been*, *have had*, *have seen*, *have eaten*, and are also used to talk about things that happened in the past. These forms that are used with *hg:ʔr* are called **participles**.

Here are the past forms and the participles of some of the Danish verbs you know:

Group I

<i>Basic Form</i>			<i>Past Form</i>			<i>Participle</i>		
<i>sbt:sə</i>	spise	eat	<i>sbt:sdə</i>	spiste	ate	<i>sbi:ʔst</i>	spist	eaten
<i>tá:lə</i>	tale	speak	<i>tá:ldə</i>	talte	spoke	<i>ta:ʔlt</i>	talt	spoken
<i>ví:sə</i>	vise	show	<i>ví:sdə</i>	viste	showed	<i>vi:ʔst</i>	vist	showed
<i>blé:sə</i>	blæse	blow	<i>blé:sdə</i>	blæste	blew	<i>ble:ʔst</i>	blæst	blown
<i>əé:lə</i>	dele	share	<i>dé:ldə</i>	delte	shared	<i>de:ʔlt</i>	delt	shared
<i>bətá:ʔlə</i>	betale	pay	<i>bətá:ʔldə</i>	betalte	paid	<i>bətá:ʔlt</i>	betalt	paid

262 [10-B]

Basic Form

<i>sgðna sj</i>	skynde sig	hurry
<i>begðn?ə</i>	begynde	begin
<i>kéna</i>	kende	know
<i>bæsdél?ə</i>	bestille	do
<i>hlúsa</i>	hilse	greet
<i>ónsgyl?ə</i>	undskyld	excuse
<i>mþ:ða</i>	møde	meet
<i>kþ:ða</i>	købe	buy
<i>smá:ya</i>	smage	taste
<i>brú:a</i>	bruge	use

Past Form

<i>sgðnda sj</i>	skyndte sig	hurried
<i>begðn?ða</i>	begyndte	began
<i>kénda</i>	kendte	knew
<i>bæsdél?ða</i>	bestilte	did
<i>hlúsa</i>	hilste	greeted
<i>ónsgyl?ða</i>	undskyldte	excused
<i>mþ:ða</i>	mødte	met
<i>kþ:ða</i>	købte	bought
<i>smágða</i>	smagte	tasted
<i>brógða</i>	brugte	used

Participle

<i>sgðn?ð sj</i>	skyndt sig	hurried
<i>begðn?t</i>	begyndt	begun
<i>kén?t</i>	kendt	known
<i>bæsdél?t</i>	bestilt	done
<i>hil?st</i>	hilst	greeted
<i>ónsgyl?t</i>	onskyldt	excused
<i>mþt</i>	mødt	met
<i>kþbt</i>	købt	bought
<i>smagt</i>	smagt	tasted
<i>brogt</i>	brugt	used

Notice:

1. that the past forms of all these verbs end in *ða*.
2. that the participles all end in *t* (which, of course, becomes *d* when the words are said in the middle of a sentence).
3. that the past form has the catch only when the basic form does, but that all the participles (with the exception of the last four) have the catch.

If you compare the past form of these verbs with the basic form, you will see that the past form is made by changing the *ə* at the end of the basic form to *ða*.

And if you then compare the participle with the past form, you will see that the participle is made by changing the *ða* at the end of the past form to *t*.

Notice that the past forms of the four verbs in the last group are somewhat irregular, but that the participles are made regularly by changing *da* to *t*.

Group II

Basic Form			Past Form			Participle		
<i>fl̥da</i>	flytte	move	<i>fl̥dað̥a</i>	flyttede	moved	<i>fl̥dað̥</i>	flyttet	moved
<i>k̥sda</i>	koste	cost	<i>k̥sdað̥a</i>	kostede	cost	<i>k̥sdað̥</i>	kostet	cost
<i>pr̥β:va</i>	prøve	try	<i>pr̥β:vað̥a</i>	prøvede	tried	<i>pr̥β:vað̥</i>	prøvet	tried
<i>h̥s:ba</i>	haabe	hope	<i>h̥s:bað̥a</i>	haabede	hoped	<i>h̥s:bað̥</i>	haabet	hoped
<i>v̥enda</i>	vente	wait	<i>v̥endað̥a</i>	ventede	waited	<i>v̥endað̥</i>	ventet	waited
<i>li:ɣna</i>	ligne	look like	<i>li:ɣnað̥a</i>	lignede	looked like	<i>li:ɣnað̥</i>	lignet	looked like
<i>p̥asa</i>	passé	fit	<i>p̥asað̥a</i>	passede	fitted	<i>p̥asað̥</i>	passet	fit
<i>q̥rbaj²da</i>	arbejde	work	<i>q̥rbaj²dað̥a</i>	arbejdede	worked	<i>q̥rbaj²dað̥</i>	arbejdet	worked

Notice:

1. that the past forms of all these verbs end in *ð̥a*.
2. that the participles all end in *ð̥*. (You may hear *ət* rather than *əð̥* in very careful speech.)

If you compare the past form with the basic form, you will see that the past form is made by adding *ð̥a* to the basic form.

And if you then compare the participle with the past form, you will see that the participle is made by leaving off the *a* at the end of the past form.

The following three verbs have past forms ending in -ðə and participles ending in -əð, so they belong to this group, but notice that they are slightly irregular.

Basic Form			Past Form			Participle		
<i>sne:ʔ</i>	sne	snow	<i>sné:əðə</i>	sneede	snowed	<i>sné:ʔəð</i>	sneet	snowed
<i>bo:ʔ</i>	bo	live	<i>bó:ðə</i>	boede	lived	<i>bó:ʔəð</i>	boet	lived
<i>tro:ʔ</i>	tro	believe	<i>tró:ðə</i>	troede	believed	<i>tró:ʔəð</i>	troet	thought

Group III

Basic Form			Past Form			Participle		
<i>fɔ:ʔ</i>	faa	get	<i>fek</i>	fik	got	<i>fɔ:əð</i>	faaet	gotten
<i>se:ʔ</i>	se	see	<i>sɔ:ʔ</i>	saa	saw	<i>se:ʔt</i>	set	seen
<i>ha:ʔ/ha</i>	have	have	<i>há:ðə</i>	havde	had	<i>haft</i>	haft	had
<i>vé:ər</i>	være	be	<i>vgr</i>	var	was, were	<i>vé:ərð</i>	været	been

Notice:

1. that the past forms of these verbs (with the exception of *há:ðə*) are not made in any regular way from the basic forms.
2. that the participles are not made in any regular way from either the past forms or the basic forms.

Most Danish verbs belong to either group I or group II. Those in group I have past forms ending in *də* and participles ending in *t*, for example, *sbt:sə*, *sbt:sdə*, *sbt:ʔst*. Those in group II have past forms ending in *əðə* and participles ending in *əð*, for example, *fləðə*, *fləðəðə*, *fləðəð*. These are known as **regular verbs**. The remaining verbs belong to group III and have completely irregular past forms and participles. At the end of this comment, you will find a list of the three forms of the rest of the irregular verbs you've had so far.

Unfortunately if you know the basic form of a Danish verb, it is impossible to tell by looking at it which of the three groups it belongs to. The same thing, of course, is true of English. It seems perfectly natural to you that the past form of "come" is "came", the past form of "ask", "asked", and the past form of "buy", "bought", because you've heard and used these forms all your life. But if a foreigner learning English knows the verb forms "come", "ask", and "buy", he has no way of knowing what past forms go with them, except to learn each one separately.

So, for each Danish verb, you'll have to learn the past form as well as the basic form. If the verb is regular, once you know the past form you can easily tell what the participle is. If the verb is irregular, you'll have to learn the participle separately too.

Additional Irregular Verbs

<i>blī.və/blī.ə</i>	blive	become	<i>ble.ʔv/ble.ʔ</i>	blev	became	<i>blē.vəð, blē.əð</i>	blevet	become
<i>dré.gə</i>	drikke	drink	<i>drə.k</i>	drak	drank	<i>dró.gəð</i>	drukket	drunk
<i>fē.nə</i>	finde	find	<i>fən.ʔt</i>	fandt	found	<i>fón.əð</i>	fundet	found
<i>fərsdʒ.ʔ</i>	forstaa	understand	<i>fərsdó.ʔð</i>	forstod	understood	<i>fərsdʒ.ʔəð</i>	forstaaet	understood
<i>gə.ʔ</i>	gaa	go	<i>gik</i>	gik	went	<i>gʒ.əð</i>	gaaet	gone
<i>gi.ʔ</i>	give	give	<i>ga.ʔv/ga.ʔ</i>	gav	gave	<i>gt.vəð, gt.əð</i>	givet	given
<i>héð.ə</i>	hedde	be called	<i>he.ʔð</i>	hed	was called	<i>héð.ət/héð.əð</i>	heddet	been called
<i>kʒ.mə</i>	komme	come	<i>kʒ.mʔ</i>	kom	came	<i>kʒ.məð</i>	kommet	come
<i>lā.ð.ə/la</i>	lade	let	<i>lo.ʔð</i>	lod	let	<i>lā.ð.ət, lət</i>	ladet	let
<i>rý.ə</i>	ryge	smoke	<i>rɔj.ʔ</i>	røg	smoked	<i>rʒ.jəð</i>		smoked
<i>la.ʔ</i>	tage	take	<i>to.ʔ</i>	tog	took	<i>lā.ʔ.əð, lā.əð</i>		taken
<i>tré.fə</i>	treffe	meet	<i>trə.f</i>	traf	met	<i>tró.fəð</i>	ruffet	met
<i>vī.ð.ə¹</i>	vide	know	<i>vés.də</i>	vidste	knew	<i>vest</i>	vidst	known

¹ The form of this verb which you already know is the irregular present form, *ve.ʔ* (ved). Notice that the participle is made regularly from the past form.

The participle forms *blé:əð*, *gt:əð*, *lá:əð* and *lat* you will hear in rapid speech, the forms *blé:vəð*, *gt:vəð*, *lá:vað* and *lá:ðat* in more careful speech.

Notice that after *ð*, as in *héðat* and *lá:ðat*, the pronunciation *-at*, rather than *-əð*, is quite common.

2. How the past form and the participle are used

As you know, some English verbs have a participle that is different from the past form. For example, "ate" in the sentence "I ate my dinner" is the past form of "eat", while "eaten" in the sentence "I've just eaten my dinner" is the participle. In addition to "ate" and "eaten", there are "saw" and "seen", "forgot" and "forgotten", "spoke" and "spoken", "began" and "begun", "did" and "done", etc. But many English verbs have past forms and participle forms that are alike; for example, "hoped", "moved", "tried", "waited", "thought", "lived" and "rained", to name just a few. In Danish, all verbs work like those English verbs that have different past forms and participles. You've seen from the lists above that the participle is never like the past form, so you'll have to be sure you know when to use which.

Go back to the group of sentences marked *A* and *B* at the beginning of this *Word Study*. Notice that the past form is used only as the main important verb in the sentence, never in a verb phrase, while the participle is used, never as the main verb in a sentence, but only in verb phrases such as *har vé:ərð*, *har háft*, etc. Of course you can vary the verb phrase by saying *há:ðə vé:ərð*, 'had been', *há:ðə háft*, 'had had', *véi: ha háft*, 'would have had', etc., just as you can in English.

Here are some more examples made up of words you know, but not taken from the *Basic Sentences*. The first sentence in each pair contains the past form of a verb and the second contains the participle of the same verb. Go over them carefully and notice how the two different forms are used.

vi feg kyley te méda.

Vi fik Kylling til Middag.

We had chicken for dinner.

je har éga fú:əð nú:əð o sbl:sə i dá:?

Jeg har ikke faaet noget at spise i Dag.

I haven't had anything to eat today.

je vëndəðə pú: daj jéma.

Jeg ventede paa dig hjemme.

I waited for you at home.

[10-B] 267

je har vëndað þú: dag i tó: 2 kl:mar.

je bð:ða i kðbenhv?n i tré: 2 s: 2r.

je har bð: 2að har i sv? mð:nðar.

je batá: 2lda fém? 2 tv:va kró:nar
fr? 2ð.

sð máðð har je qldri batá: 2ld for
ed vé:rlsa.

je sbí:sða for máðð i gð: 2r.

je har sbí: 2sd for máðð hé: 2r i
dánmrk.

je sð: 2 ham i ktrgn i gð: 2r.

je har qldri sé: 2d amá: 2ljónbð: 2r
slst.

Jeg har ventet paa dig i to Timer.

Jeg boede i København i tre Aar.

Jeg har boet her i syv Maaneder.

Jeg betalte fem og tyve Kroner for
det.

Saa meget har jeg aldrig betalt for
et Værelse.

Jeg spiste for meget i Gaar.

Jeg har spist for meget her i
Danmark.

Jeg saa ham i Kirken i Gaar.

Jeg har aldrig set Amalienborg Slot.

I've been waiting for you for two hours.

I lived in Copenhagen for three years.

I've lived here seven months.

I paid twenty-five crowns for it.

I've never paid so much for a room.

I ate too much yesterday.

I've eaten too much here in Denmark.

I saw him in church yesterday.

I've never seen Amalienborg Castle.

3. The difference between *lilla* and *smá*?

Look at the words *lilla* and *smá*? in these sentences.

2 vá me lgnðlt:nja 2 den lilla
hðvfrú: 2?

je tró: 2r déna hé: 2r er fr lilla.

ði mð: hélara vé: 2r for sðð: 2r en
for smð: 2.

Og hvad med Langelinie og den
lille Havfrue?

Jeg tror, denne her er for lille.

De maa hellere være for store end
for smaa.

And what about Langelinie and the
little mermaid?

I think this one's too small.

I'd rather have them too large than
too small.

Although both *lilla* and *smá*? correspond to either English "little" or "small", you use them differently. You always use *lilla* with singular nouns or when you're describing *only one thing*, as in the first two sentences, and you

always use *smɔː?* with plural nouns or when you're describing *more than one thing*, as in the last sentence. The one form *lɪlə* is used with both *en* and *et*-nouns and after words like *den?*, *de*, etc. as you learned in Unit 7. The one form *smɔː?*, is used with all plural nouns.

4. Using the singular rather than the plural after an expression like *fém?dæn en hál?*

Look at this sentence.

dɪ kɔstɔr fém?dæn en hál? kró:nə
sɔgəð.

De koster femten en halv Krone
Stykket.

They cost fifteen and a half crowns
apiece.

Notice that in Danish you use the singular form of the noun *kró:nə* after an expression like *fém?dæn en hál?*, 'fifteen and a half', where in English we use the plural. Notice, too, that there is no word corresponding to "and" in *fém?dæn en hál?*.

2. Covering the English and Danish of Word Study (Individual Study)

Check yourself on your knowledge of the *Word Study* by covering first the English, then the Danish, and making sure you know everything thoroughly.

3. Review of Basic Sentences

With the Guide or records, review the first half of the *Basic Sentences* as in previous units.

SECTION C—REVIEW OF BASIC SENTENCES

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences*.

2. Covering the English of the Basic Sentences (Individual Study)

Go through the *Basic Sentences* covering up the English and reading aloud the Danish. Check up on anything you do not know, until you are sure of everything.

3. What Would You Say?

Below are twenty Danish sentences, each with one or more English words given in parentheses. Change the English words into Danish and practice reading the sentences aloud. Try to do it without looking back at the lists of past forms and participles given in the *Word Study*.

1. *je* (bought) *en døjli kyley i déna forédney i gó:r.*

2. *je* (hurried) *maj te sdasjó:²næn.*

3. *je hqr qldri* (paid) *sí máæð for en frqgq.*

4. *je* (waited) *fém? ² tréðvæ minúðer pð: dæm.*

5. *mi:n bró:r hqr* (lived) *i sjiká:go i mænæ 5:²r.*

6. (Did you move) *pð: hotél? èlær pð: pænsoná:²t.*

7. *je* (paid) *fém²dæn kró:nær for déna sgjórdæ.*

Jeg (bought) *en dejlig Kylling i denne Forretning i Gaar.*

Jeg (hurried) *mig til Stationen.*

Jeg har aldrig (paid) *saa meget for en Frakke.*

Jeg (waited) *fem og tredive Minutter paa Dem.*

Min Bror har (lived) *i Chicago i mange Aar.*

(Did you move) *paa Hotel eller paa Pensionat?*

Jeg (paid) *femten Kroner for denne Skjorte.*

8. *vá* (did you do) i *amé:rika?*
9. *hgr dí* (eaten) *méda;*
10. *je* (showed) *mi:n ný:?* *fróga te mi:n kó:ná, o hún*
(said) *den* (was) *for sðó:r.*
11. *je hgr* (known) *dérás bró:r i tré:?* *5:r.*
12. *vi* (hoped) *a vé:?* *æð vélá blá:a góð i dá:?, men de hgr*
(snowed) *o* (blown) *hé:lá mórónan.*
13. *je* (looked at) *ed brú:?* *nd sed tšj der* (cost) *húnraða*
o tš:vá kró:nar.
14. *vi* (had—use *fo:?*) *lámásdaj?* *me agúrgasalá:?* *d te*
méda, o de (tasted) *dájlit.*
15. *mi:n kó:n* *hgr áldri* (bought) *so máað tšj sšm t 5:r.*
16. (Did you try) *o lá:lá dán?sg i dánmarg, elar* (did
you speak) *éη?alsk.*
17. *di hgr ál?tið?* (taken) *sðæralsá 5:da o tréðva, éga sán?t;*
18. *je* (met) *ham þo: rððhusplásen, o sš* (ate) *vi méda*
þo: lagalt:njá.
19. *je* (thought) *a biogrð:?* *føn* (began) *klðgøn sýv?*
20. *han hgr* (tried) *o féná ed ánað vé:arlsá, men de ká*
han éga.

Hvad (*did you do*) i Amerika?

Har De (*eaten*) Middag?

Jeg (*showed*) min ny Frakke til min Kone og hun (*said*),
den (*was*) for stor.

Jeg har (*known*) Deres Bror i tre Aar.

Jeg (*hoped*), at Vejret vilde blive godt i Dag, men det
har (*snowed*) og (*blown*) hele Morgen.

Jeg (*looked at*) et brunt Sæt Tøj, der (*cost*) hundrede
og tyve Kroner.

Vi (*had*) Lammesteg med Agurkesalat til Middag, og
det (*had*) dejligt.

Min Kone har aldrig (*bought*) saa meget Tøj som i Aar.
(*Did you try*) at tale Dansk i Danmark, eller (*did you*
speak) Engelsk?

De har altid (*taken*) Størrelse otte og tredive, ikke sandt?

Jeg (*met*) ham paa Raadhuspladsen, og saa (*ate*) vi
Middag paa Langelinie.

Jeg (*thought*), at Biografen (*began*) Klokken syv.

Han har (*tried*) at finde et andet Værelse, men det kan
han ikke.

SECTION D—LISTENING IN

1. What Did You Say?

The Group Leader will have you read the sentences in the preceding exercise using the Danish words for those given in parentheses in English. Be sure you know what all the sentences mean.

2. Word Study Check-Up

As you have done in the previous units, go back to the *Word Study* and give the correct Danish for each English expression without having to read it from the book. The Group Leader or one of the members of the group should read the English.

3. Listening In

With your books closed, listen to the following conversations as read by the Guide or phonograph record. Repeat the Danish immediately after hearing it. After the first repetition of each conversation, check up on the meaning of anything you do not understand, by asking someone else or by going back to the *Basic Sentences* if no one knows. Repeat again if necessary with books open, then take parts and carry on the conversation.

1. *Peter and Tom are going shopping.*

Record 20B, beginning.

pé:ʔdər

vá sga dí há hé:ʔr i déna fœrdnœ?

tœm?

jé sga kœ:ba nœ:œð tšj:

jœ mœ: há nœ:n sgjœrdœ œ ed pœr slœbs.

272 [10-D]

Peter

Hvad skal De have her i denne Forretning?

Tom

Jeg skal købe noget Tøj.

Jeg maa have nogle Skjorter og et Par Slips.

Salesman
vá sga da vé:er hér?

Tom?
je ve gérna sé:? þo: no:n vl:ða sgjórdar.

Salesman
vá sdærlsa brú:er di?

Tom?
i amé:?rika bróga je ndmæ fém?dan.

Salesman
di ka prþ:væ ndmæ s:da o tréðva,
je tró:?r dé rr déras sdærlsa,
vi hgr ðndra nómra hé:?r i dánmqrk;

Tom?
vá kúsdar di?

Salesman
di kúsdar fém?dan kró:nar sdþgæð.

Tom?
er dé éga réð dy:?rt;

Salesman
dé tró:?r je éga man ka st:æ;
déna sgjórdar er den bésda slágs vi hq:?.r.

Salesman
Hvad skal det være, Herr?

Tom
Jeg vil gerne se paa nogle hvide Skjorter.

Salesman
Hvad Størrelse bruger De?

Tom
I Amerika brugte jeg Nummer 15.

Salesman
De kan prøve Nummer 38.
Jeg tror, det er Deres Størrelse.
Vi har andre Numre her i Danmark.

Tom
Hvad koster de?

Salesman
De koster 15 Kroner Stykket.

Tom
Er det ikke ret dyrt?

Salesman
Det tror jeg ikke, man kan sige.
Denne Skjorte er den bedste Slags, vi har.

tom?

hðr ði éga nó:n der ær blíðra.

Salesman

jó:, men éga me lþ:ʔs flþ;

tom?

sð lþ:ʔr je den dý:ør;

ði ka gl: mæ ló:ʔ.

Salesman

vgr ðær ðnðræ léŋʔ;

pyðjá:mas,¹ ónærtðj, èlær sðgør;

tom?

né: lðk, dé e álʔd for i dá:ʔ.

men je sgu gérnæ há:ʔ ed þær sgó:ʔ;

ka ði st:æ mðj vør je ka fð:ʔ dé;

Salesman

der ær en gó:ʔ foréðnæŋ me sgó:ʔ k:æ hé:ʔr te vénsðræ.

tom?

mðŋæ lðk.

Tom

Har De ikke nogle, der er billigere?

Salesman

Jo, men ikke med lþs Flip.

Tom

Saa tager jeg den dyre.

De kan give mig to.

Salesman

Var der andre Ting?

Pyjamas, Undertøj eller Sokker?

Tom

Nej Tak. Det er alt for i Dag.

Men jeg skulde gerne have et Par Sko.

Kan De sige mig, hvor jeg kan faa det?

Salesman

Der er en god Forretning med Sko lige her til venstre.

Tom

Mange Tak.

¹ An English pronunciation of this word. The natural Danish pronunciation is *pyðjá:mas* with *a:*, not *ə:*.

2. They leave the store and walk down the street, looking in the windows.

Record 20B, after first spiral.

Tom?

sé:ʔ ʌ:ə hé:ʔr.

dé ed pé:ʔnd sed ʌj;

vá mon dé kósdær?

ʔ frágæn dé:ʔr er ʒsə pé:ʔn;

je há:ʒə é:ʔn i amé:ʔrika sɔm ʌ:ɣnəʒə den máəʒ.

pé:ʔdær

men sga di ég kþ:ba sgó:ʔ;

Tom?

jó:, dé sga je ʒsə;

la ʔs gɔ: én? hé:ʔr.

Salesman

vá sga de vé:ər héʔr

Tom?

je ve géʀnə sé:ʔ pɔ: ed pər brú:nə sgó:ʔ nðmər ʌ:ʔ.

Salesman

nðmər ʌ:ʔ; dé blí:ər mɔ:sgé:ʔ nðmər tré:ʔ ʔ fáə.

nómʀənə hé:ʔr gó:ʔr frɔ ʒ:ðə ʔ tréʒvə tel ʒ:ðə ʔ fáə.

Tom

Se lige her!

Det er et pænt Sæt Tøj.

Hvad mon det koster?

Og Frakken der er ogsaa pæn.

Jeg havde en i Amerika, som lignede den meget.

Peter

Men skal De ikke købe Sko?

Tom

Jo! Det skal jeg ogsaa.

Lad os gaa ind her.

Salesman

Hvad skal det være, Herr?

Tom

Jeg vil gerne se paa et Par brune Sko Nummer 10.

Salesman

Nummer 10? Det bliver maaske Nummer 43.

Numrene her gaar fra 38-48.

[10-D] 275

hé:ʔr er ed pər pē:nə sgó:ʔ.
er dɪ fər sðó:ər ɛlər fər smʃ:ʔ lɛ dəm hɛr.

tom?

né: dɪ pəsər mɔj.
dɛ mɔ: vé:ər lɪ:ə ml:ʔn sðærɫsə.

Salesman

je tró:ðə mɔ:sgé:ʔ dɪ vɛlə vè:ər fər sðó:ər.
hé:ʔr ɛr ed ánoð pər.
hər dɪ lɔsd tɛ ɔ prø:və dɛm;

tom?

né: ták, dɛm ka je éga lɪ:ʔ.
hər dɪ éga ɔndrə je ka prø:və.

Salesman

né: je hɔ:ʔr desvɛrə éga ɔndrə i dɛrəs sðærɫsə.
tom?
sɔ la mɔj hɛlɔrə fʃ:ʔ de fɛrdsə pər je sʃ:ʔ pʃ:ʔ.

Salesman

vər dɔ: ɔndrə lɛŋʔ;

tom?

né: mɔŋə ták;
vər máəð ɛ dɛʔ

276 [10-D]

Her er et Par pæne Sko.

Er de for store eller for smaa til Dem, Herr?

Tom

Nej, de passer mig.

Det maa være lige min Størrelse.

Salesman

Jeg troede maaske, de vilde være for store.

Her er et andet Par.

Har De Lyst til at prøve dem?

Tom

Nej Tak, dem kan jeg ikke lide.

Har De ikke andre, jeg kan prøve?

Salesman

Nej, jeg har desværre ikke andre i Deres Størrelse.

Tom

Saa lad mig hellere faa det første Par, jeg saa paa.

Salesman

Var der andre Ting?

Tom

Nej mange Tak.

Hvor meget er det?

Salesman
dét bliver li:ə fém? ɔ tý:və kró:nər, ták.

tom?
vérs gó:?

Salesman
tág, fərvél;

tom?
fərvél;

Salesman
Det bliver lige 25 Kroner, Tak.

Tom
Værsgod.

Salesman
Tak—Farvel.

Tom
Farvel.

SECTION E—CONVERSATION

1. Covering the Danish of the Basic Sentences (Individual Study)

Cover the Danish of the *Basic Sentences* and practice saying the Danish equivalents of the English expressions.

2. Vocabulary Check-Up

Give the Danish expressions for the English equivalents in the *Basic Sentences* as the Group Leader calls for them.

3. Conversation

As you have done in the *Conversation* in the previous units, begin to converse by following the models outlined below fairly closely; then change the situations somewhat. Invent new combinations of subject matter.

{10-E} 277

1. A and B are talking about their purchases on a recent shopping trip. A says he bought three white shirts. B asks how much they cost. A tells him that they cost 12½ crowns apiece. B says that's cheaper than the shirt he bought yesterday. He paid 15 crowns for it. A asks if his shirt has a detachable collar and B says no, he doesn't like shirts with detachable collars. He asks A what else he bought. A says he bought a pair of pyjamas and a couple of ties. He looked at some brown shoes but they were too small for him and they didn't have any others. B says he should get a pair of shoes, too. He wonders what size he takes in Denmark. The numbers are different, aren't they? A says they are. He took size (number) 9 in America and that's size 42 in Denmark. B says he took size 8 in America. A says he guesses that'll be size 41 here. B says he also bought some socks and some underwear and looked at a coat. He had one in America that looked very much like it. But this one was too expensive so he didn't buy it.

2. Take turns around the group acting the parts of a salesman in a men's clothing store in Denmark and an American man buying clothes. Vary the things purchased and make it as lively as possible.

SECTION F—CONVERSATION (Cont.)

Continue the conversations started in Section E, with a review of parts 1 and 2 of this section if necessary.

Finder List

From this unit on we will include in the *Finder Lists* the past form of each new verb. If it is made by changing *a* at the end of the basic form to *də* we will write *-də* after the basic form in the *Aids to Listening* and *-te* in the regular Danish spelling. If it is made by adding *ðə* to the basic form we'll write *-ðə* in the *Aids to*

Listening and *-de* in the regular spelling. So an entry *li:ɣnə, -ðə* (*ligne, -de*) means that the past form going with the basic form *li:ɣnə* is *li:ɣnəðə*, spelled *lignede*. If there are any irregular changes we'll write the whole form out, as for instance, *brú:ə, brógðə* (*bruge, brugte*).

al? (alt) all

billiara (billigere) cheaper

brú:ə, bróga (bruge, brugte) use

bru:ʔn (brun) brown

dem (dem) them

dénə (denne) this, this one

desvéra (desværre) unfortunately

forédney, forédneyʔan, forédneyʔar (Forretning, -en, -er) store. The plural form also means "business". See Unit 2.

flap, -ən, -ər (Flip, Flippen, Flipper) collar

frága, -n, -r (Frakke, -n, -r) coat

for (for) because, for

há:ðə (havde) had

hos (hos) with

hos ós (hos os) at our house

kþ:ba, kþbða (kþbe, -te) buy

lí:yna, -ðə (ligne, -de) look like

lþ:ʔs (løs) loose

mon (mon) I wonder

nómʔar, -əð, nómrə (Nummer, -et, Numre) number

ónartíj, ónartíjʔəð (Undertøj, -et) underwear

pár, páʔrʔəð, — (Par, Parret, —) pair. In the singular it also means "a few, a couple, some."

pása, pásar, -əðə (passe, -ede) fit

pydjá:mas (Pyjamas) pajamas

sdorʔr (stor) large

sdþgəð (Stykket) apiece

sdærsə, -n, -r (Størrelse, -n, -r) size

set, -əð, — (Sæt, Sættet, —) set

sed tíj (Sæt Tøj) suit (man's)

sgjórda, -n, -r (Skjorte, -n, -r) shirt

sgo:ʔ, -ən, — (Sko, -en, —) shoe

sgúla (skulde) should

slebs, -əð, — (Slips, -et, —) tie

smo:ʔ (små) small

sok, -ən, -ər (Sok, Sokken, Sokker) sock

leŋʔ, -ən, — (Ting, -en, —) thing

tíj, tíjʔəð (Tøj, -et) clothes. Notice that this is a singular noun in Danish.

ví:ʔð, vit, ví:ðə (hvid) white

GETTING CLEANED UP

SECTION A—BASIC SENTENCES

Go once through the *Basic Sentences* in unison, then do the *Hints on Pronunciation*, and then go twice more through the *Basic Sentences* individually.

1. Basic Sentences

Tom is getting ready to move out to the farm where Peter and his family live.

Record 21A, beginning.

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL SPELLING
Tom		
over	ʃvʔər	over
the "soap house" ¹	sɛ:bəhù:ʔsəð	Sæbehuset
I'm going over to the store.	je sga ʃvʔər i sɛ:bəhù:ʔsəð.	Jeg skal over i Sæbehuset.
you	du	du
Do you want to come along?	ve du mé;	Vil du med?
across	ʃvʔər	over
the street	gá:ðən	Gaden
It's right across the street.	dé ε lɛ:a ʃvər gá:ðən.	Det er lige over Gaden.

¹ A Danish "soap-house" is a store that sells soap, toothbrushes, combs, razors, razor blades, etc.

Peter

self
this morning
Yes. I was there myself this
morning,

forgot
soap
comb
but I forgot to get a cake of soap
and a comb.

sel?
i mórás
já je vór dar sel? i mórás;

glémda
sé:ba
kam?
men je glémda o fí: ed sðga sé:ba o
en kám?

selv
i Morges
Ja. Jeg var der selv i Morges,

glemte
Sæbe
Kam
men jeg glemte at faa et Stykke Sæbe
og en Kam.

In the store

Salesgirl
What would you like, sir?

Tom
razor
I'd like to have a razor.

Salesgirl
Yes, sir.
I can show you different kinds,
but this one's the best.

Tom
Yes, it looks pretty good.
I'll take it.

vá sga de vé:or hér?

barbé: rmasgí:na
je ve gérna há: en barbé: rmasgí:na.

já gé:na;
je ka ví:sa dem forsgél?ia slágs, men
dén hé:r er den bésda;

já dén ser máað gó: ú:ð;
dén lú: je.

Hvad skal det være, Herr?

Barbermaskine
Jeg vil gerne have en Barbermaskine.

Ja, gerne.
Jeg kan vise Dem forskellige Slags,
men denne her er den bedste.

Ja, den ser meget god ud.
Den tager jeg.

[11-A] 281

package
razor blades
And can I have a package of
razor blades?

Salesgirl
Yes, sir.
Was there anything else?

Tom (to Peter)
were going to
What was it you said you were
going to get?

Peter
I want a comb and a couple of
cakes of soap.

Salesgirl
Yes, that will be—let me see—
five crowns and forty, please.

Tom
not any
small change
I'm sorry, I don't have any
change.

Here's ten crowns.

282 [11-A]

págo
bərbé:ʔrblà:ðə
ɔ mɔ: je fʃ:ʔ en págo bərbé:ʔrblà:ðə.

já gérnə;
vər dər ɛlʔərs nʃ:əð;

sgúla
vá vərʔəð du sá:ə du sgu há?

je ve gérnə há:ʔ en kám? ɔ ed pər
sðpər sɛ:bə.

já dé bli:ər, la mɔj sɛ:ʔ, fémʔ
kró:nər ɔ fəra.

ɛnən
smʃpɛnə
1. je hɔ:ʔr desvɛra ɛnən smʃpɛnə.
2. je hɔ:ʔr desvɛra ɛnən smʃpɛnə.
hɛ:ʔr ɛr tʃ:ʔ kró:nər.

Pakke
Barberblade
Og maa jeg faa en Pakke Barberblade?

Ja gerne.
Var der ellers noget?

skulde
Hvad var det, du sagde, du skulde
have?

Jeg vil gerne have en Kam og et Par
Stykker Sæbe.

Ja, det bliver—lad mig se—fem Kroner
og fyrre.

ingen
Smaapenge
Jeg har desværre ingen Smaapenge.

Her er ti Kroner.

change
Can you change it?

végsla
ka di végsla dén?

veksle
Kan De veksle den?

Salesgirl
Yes, I can.

já dé ka je gðt;

Ja, det kan jeg godt.

Outside the store

Record 21B, beginning.

Tom
toothbrush
Oh, I forgot to get a toothbrush.
back
Should I go back and get it?

tánbærsla
nú glémda je ɔ fʃ:ʔ en tánbærsla.
teibá:ʔa
sgu je gɔ: teibá:ʔa ɔ fʃ:ʔ dən.

Tandbørste
Nu glemte jeg at faa en Tandbørste.
tilbage
Skulde jeg gaa tilbage at faa den?

Peter
you
Yes, but hurry up.
I'll wait for you here.

daj
já men sgøn? daj lét;
je sga vénda þó: daj hé:ʔr.

dig
Ja, men skynd dig lidt!
Jeg skal vente paa dig her.

After Peter returns

Tom
sent
the cleaners
I should have this suit sent to
the cleaners.

sén?i
rensari:ʔað
je sgu a déda sed þj sénd te
rensari:ʔað.

sendt
Renseriet
Jeg skulde have dette Sæt Tøj sendt til
Renseriet.

[11-A] 283

send
yours
Where do you send yours?

Peter
I'll show you where it is.
Then you can try it yourself.

Tom
do
dirty clothes
And what'll I do with my dirty
clothes?
laundry
Do you know a good laundry?

Peter
Yes, but we only send collars and
shirts to the laundry.
The rest we do ourselves.

Tom
the barber
in order to
be cut
be shaved
I think I'll have to go to the
barber's and get a haircut
and a shave.

284 [11-A]

séna
dit
vð:ʔr sènar dú dííʔ

je sga vð:sa de vðr de ér.
sð ka du jo sélʔ þrð:vð dð;

gð:ər
snðvætðj
o vð sga je gð:r me mið snðvætðjʔ

vasgørt:ʔ
kénar du ed gðd vasgørt:ʔ;

já men vð sènar kon flébər o sgjórdər
þo: vasgørt:ʔoð.
de ánoð gær vi sélʔ.

þarþé:ʔər
fðr at
blí:o klébəð
blí:o þarþé:ʔərð
je tró:ʔr je m:o le þarþé:ʔər
blí:o klébəð o þarþé:ʔərð.

sende
dit
Hvor sender du dit?

Jeg skal vise dig, hvor det er.
Saa kan du jo selv prøve det.

gøre
Snavsetøj
Og hvad skal jeg gøre med mit
Snavsetøj?
Vaskeri
Kender du et godt Vaskeri?

Ja, men vi sender kun Flipper og
Skjorter paa Vaskeriet.
Det andet gør vi selv.

Barberen
for at
blive klippet
blive barberet
Jeg tror, jeg maa til Barberen for at
blive klippet og barberet.

hour
We can meet here on this corner
in a half hour.

suit
Is that O.K. with you?

Peter
excellent
Yes, that's fine.

reach
past
our
Then we can just make our train
at five minutes past six.

So long!

ti:mə
vi ka mɸ:ðas hɛ:ʔr ɸɔ: dɛda jɛrno
ɔm en hálʔ ti:mə.

páso
ɸɔsər dɛ daj;

úðmɛrgəð
já lág úðmɛrgəð.

nɔ:ʔ
ʃuʔər
vɔrəs

sɔ ka vi ti:ə nɔ:ʔ vɔrəs ti:ʔɣ fɛmʔ
minúðər ʃuʔər ségs.

ʃarvɛl sɔ léŋə;

Time
Vi kan mødes her paa dette Hjørne om
en halv Time.

passee
Passer det dig?

udmærket
Ja Tak, udmærket.

naa
over
vores
Saa kan vi lige naa vores Tog fem
Minutter over seks.

Farvel saa længe!

2. Hints on Pronunciation

1. Long and short vowels

You know that with the exception of *ɔ:* and *ɔ*, and *a:* and *a*, the Danish long vowels and short vowels sound very much alike, except that the long ones are stretched out longer. Here are some pairs of words you know, one with a long vowel, the other with the corresponding short vowel. As you listen to them, check up once more on all the Danish vowels and especially on the difference between the long and short vowels.

PRACTICE 1

Record 22A, beginning.

<i>ti:</i> ʔ	ti	ten
<i>di</i>	De	you
<i>mi:nə</i>	mine	my, mine
<i>li:lə</i>	lille	little

[11-A] 285

e:ʔn	een	one
enʔ	ind	in
hɛ:lɔ	hele	v. hole
fɛnɔ	finde	find
pɛ:nɔ	pæne	good, nice
dɛnɔ	denne	this
vɛ:ɔr	være	be
desvɛrɔ	desværre	unfortunately
ta:ʔl	tal!	speak!
halʔ	halv	half
tɛ:lɔ	tale	speak
ɛlɔ	alle	all
ɔ:ɔɔ	otte	eight
slɔɔɔ	Slotte	castles
sgɔ:ʔl	Skaal	(drinking toast)
ɪɔlʔ	tolv	twelve
kɛ:nɔ	Kone	wife
kɔn	kun	only

brú:nɔ	brune	brown
bru:ʔn ¹	brun	brown
lɿ:sɔ	lyse	light
lyst	lyst	light
flø:ðɔ	Fløde	cream
fløɔɔ	flytte	move
gø:ɔr	gøre	do
sønɔr	Sønner	sons

2. More practice on vowels

Now listen once more to some pairs of words containing those vowels that are a little difficult to tell apart: *i* and *e*, *i:* and *e:*, *u* and *o*, *u:* and *o:*, *y* and *ø*, *y:* and *ø:*, *ø* and *æ*.

PRACTICE 2

Record 22A, after first spiral.

mit	mit	my
let	lidt	a little
lilɔ	lille	little, small
hɛnɔ	hende	her

¹ This word was given by mistake on the record. The example should have been *hun*, 'she'.

<i>vi:ʔn</i>	Vin	wine
<i>e:ʔn</i>	en	one
<i>sbl:sa</i>	spise	eat
<i>dé:la</i>	dele	share
<i>hun</i>	hun	she
<i>køn</i>	kun	only
<i>búsən</i>	Bussen	the bus
<i>sógar</i>	Sukker	sugar
<i>bru:ʔn</i>	brun	brown
<i>sda:ʃb:ʔn</i>	Station	station
<i>brú:nə</i>	brune	brown
<i>kró:nə</i>	Krone	crown

<i>lyst</i>	lyst	light
<i>løst</i>	Lyst	wish, desire
<i>hygeli</i>	hyggelig	pleasant
<i>sgøna</i>	skynde	hurry
<i>ly:ʔs</i>	lys	light
<i>lø:ʔs</i>	løs	loose
<i>ly:sa</i>	lyse	light
<i>lø:sa</i>	løse	loose
<i>sgønər</i>	skynder	hurry
<i>sønər</i>	Sønner	sons

SECTION B—WORD STUDY

1. Word Study (Individual Study)

1. Danish equivalents of "I", "me", "my", "mine", etc.

A

Observe the following.

ve du mé;

Vil du med?

Do you want to come along?

[11-3]

287

vá vgr?əð du sá:ə du sgu há?

Hvad var det, du sagde, du skulde have?

What was it you said you were going to get?

vá sga di há:??

Hvad skal De have?

What are you going to get?

vá fág di ə sbt:sə?

Hvad fik De at spise?

What did you have to eat?

Look at the words in heavy type in these sentences. As you can see, both *di* and *du* correspond to English "you", but they are used differently.

In the first place, you use *di* to refer either to one person or to more than one, just like English *you*, but you use *du* to refer to only one person. Secondly, you use *du* to members of your family, to children, and to friends that you know very well, *di* to all other people. Thus *du* is a more informal or familiar way of saying *you* to one person, *di* a more formal way of saying *you* to any number of people.

In Denmark, when you first become acquainted with someone, you say *di* to him and call him by his last name. When you feel that you know one another quite well, you often get together for a drink and agree that from then on you'll call one another by first names and will say *du* to one another. This little ceremony is called "drinking *du*".

B

Look at these sentences.

førsd3:ər di māj;

{ Forstaar De mig?
{ Forstaar de mig?

Do you understand me?
Do they understand me?

je försd3:ər dem éə.

{ Jeg forstaar Dem ikke.
{ Jeg forstaar dem ikke.

I don't understand you.
I don't understand them.

As you may have noticed already and as you can see from these sentences, the more formal words for "you", *di* and *dem*, are just the same as the words for "they" and "them". In regular Danish spelling *di* and *dem* begin with capital letters when they mean "you" and with small letters when they mean "they" and "them", but in the pronunciation there is no difference.

288 [11-B]

Words like "I", "me", "you", "they", "them", etc. are called **pronouns**. In English we have one set of pronouns used as the subject of a verb to refer to the person or persons performing the action of the verb: "I", "we", "he", "she", "they". These we call **subject pronouns**. Then we have another set used when they are not the subject of a verb: "me", "him", "her", "us", "them". These we call **object pronouns**. Notice that English "you" is both a subject pronoun and an object pronoun—it is the same no matter how it is used in a sentence.

Danish also has a set of subject pronouns and a set of object pronouns. Here are the ones you have had so far:

Subject			Object		
jəj (jɛ)	jeg	I	məj (mɛ)	mig	me
du	du	you	dəj (dɛ)	dig	you
di	De, de	you, they	dɛm (dɛm)	Dem, dem	you, them
han	han	he	həm	ham	him
hun	hun	she	hɛnə	hende	her
vi	vi	we	ʊs (əs)	os	us.

As you see *du* and *di* are the subject pronouns meaning "you", and *dəj* and *dɛm* are the object pronouns meaning "you". You have no trouble using the object pronouns *məj*, *həm*, etc. because they work very much like English "me", "him", "her", "us" and "them". Just remember to use *dəj* and *dɛm* in the same way.

C

Observe these expressions:

min fɑ:r	(min Far)	my	{	father
mid væ:rlsə	(mit Værelse)			room
mi:nə bæ:rən	(mine Børn)			children
din fɑ:r	(din Far)	your	{	father
dit væ:rlsə	(dit Værelse)			room
di:nə bæ:rən	(dine Børn)			children

vðras (vores)	$\left\{ \begin{array}{l} fð:r \\ vð:ørtsə \\ bær?n \end{array} \right.$	(Far) (Værelse) (Børn)	our	$\left\{ \begin{array}{l} fa\text{'}her \\ room \\ children \end{array} \right.$
dðras (deres) (Deres)	$\left\{ \begin{array}{l} fð:r \\ vð:ørtsə \\ bær?n \end{array} \right.$	(Far) (Værelse) (Børn)	their or your	$\left\{ \begin{array}{l} father \\ room \\ children \end{array} \right.$
hans (hans)	$\left\{ \begin{array}{l} fð:r \\ vð:ørtsə \\ bær?n \end{array} \right.$	(Far) (Værelse) (Børn)	his	$\left\{ \begin{array}{l} father \\ room \\ children \end{array} \right.$
hènas (hendes)	$\left\{ \begin{array}{l} fð:r \\ vð:ørtsə \\ bær?n \end{array} \right.$	(Far) (Værelse) (Børn)	her	$\left\{ \begin{array}{l} father \\ room \\ children \end{array} \right.$

The pronoun forms in heavy type above are those that refer to the person who has or possesses something. They are called **possessive pronouns** and correspond, as you see, to the English pronouns "my", "your", "our", "their", "his", and "her". You learned in Unit 9 that, corresponding to English "my" you have three forms, *mi:ʔn* used with en-nouns, *mit* used with et-nouns, and *mi:nə* used with plural nouns. Notice that this is also true of *di:ʔn*, *dit* and *dí:nə*, the three forms that go with the familiar pronoun for "you", *du*. But notice too, that *vðras*, *dðras*, *hans* and *hènas* are just like the corresponding English pronouns, "our", "your", "their", "his", and "her"; the one form is used with all nouns.

In addition to *vðras* there are the three forms, *vør* used with en-nouns, *vørt* used with et-nouns, and *vðrsə* used with plural nouns, which also correspond to English "our". These forms are generally used in written Danish and are used by some people in speaking. But in the everyday spoken Danish of the majority of the people, which is what you are learning in this book, *vðras* is the most common form, so that is what we use throughout.

An adjective coming after any of the possessive pronouns has the *ə*-form. (See Word Study, Unit 7).

D

Look at this sentence.

vʃ:ʔr sɛnər dʊ dɪʔ

Hvor sender du dit?

Where do you send yours?

Notice that here *dɪʔ* corresponds to English "yours" and is used without a noun after it.

In English we have the special pronouns "mine", "ours", "yours", "theirs", and "hers" which we use when no noun follows. Notice, though, that "his" is the same whether there is a noun after it or not.

The Danish possessive pronouns all work like "his"; that is, they are used both with a following noun, as in *dɪʔ vɛ:ʔrlsə*, and without a noun, as in *vʃ:ʔr sɛnər dʊ dɪʔ*. *mi:ʔn* and *di:ʔn*, of course, vary their forms according to what noun they refer to, even when that noun isn't actually used after them. For example, in the sentence, *vʃ:ʔr sɛnər dʊ dɪʔ*, *dɪʔ* refers to *tɔj*, an et-noun. If it had referred to an en-noun it would have been *di:ʔn*, and if to a plural noun, *dɪ:n*.

E

Look at these three sentences.

kɔmər mæn dɛ:ʔrɪɛ mɛ bʊs;

Kommer man dertil med Bus?

Do you go there by bus?

*mæn kə ɛgə sɛ:ʔ hɛ:lə kɔbɛnhəvʊʔn
pɔ: ɛ:ʔn dʊ:ʔ;*

Man kan ikke se hele København
paa en Dag.

You can't see all of Copenhagen in one
day.

vɔrdən kɔmʔər mæn dɛ:ʔrɪɛlʔ

Hvordan kommer man dertil?

How do you get there?

Notice that the word *mæn* in these sentences also corresponds to "you". As you see, however, it means "you" in the sense of "people in general", nor "you", the particular person or persons being spoken to. *mæn* has just this one form and is always used as the subject of the sentence.

[11-B] 291

2. Verbs like *sgøno sāj*

*já je mæ: þsə sgøno māj, ves je
sga vɛ:r jémə le méda;*

já mæn sgøn? dāj lét;

Ja, jeg maa ogsaa skynde mig, hvis
jeg skal være hjemme til Middag.

Ja, men skynd dig lidt.

Yes, I'll have to hurry, too, if I'm
going to be home for dinner.

Yes, but hurry up.

Look at the words in heavy type in these sentences. Notice that what you say in Danish really is "I'll have to hurry me" and "Yes, but hurry you" with an object pronoun after the verb. The Danish expressions for "we hurry" and "you hurry" work in the same way. You use both the subject pronouns *vi*, *di* and *du* and the object pronouns *os*, *dem* and *dig*.

vi sgønər os.

di sgønər dem.

du sgønər dāj.

Vi skynder os.

De skynder Dem.

Du skynder dig.

We hurry.

You hurry.

You (familiar) hurry.

But the expressions for "he hurries", "she hurries" and "they hurry" are a little different.

han sgønər sāj.

hun sgønər sāj.

di sgønər sāj.

Han skynder sig.

Hun skynder sig.

De skynder sig.

He hurries.

She hurries.

They hurry.

Notice that instead of using the regular object pronouns, *ham*, *hénə* and *dem*, you use the one word *sāj* in all of these expressions. Compare *di sgønər dem*, 'you hurry' and *di sgønər sāj*, 'they hurry' and notice that this is one case where there is a difference between "you" (formal) and "they".

The verb *barbé:ʔər* which you learned in this unit is also used in this way. Here are some examples:

je barbé:ʔər māj.

han barbé:ʔər sāj.

di barbé:ʔər sāj.

Jeg barberer mig.

Han barberer sig.

De barberer sig.

I'm shaving.

He's shaving.

They're shaving.

Notice that in these sentences, as well as the ones with *sgðna*, the object pronoun and the subject pronoun refer to the same person or persons. You can, of course, also say

<i>je bǫrbé:ʔər dǫj.</i>	Jeg barberer dig.	I'm shaving you.
<i>han bǫrbé:ʔər hǫm.</i>	Han barberer ham.	He's shaving him.

with the subject pronoun and the object pronoun referring to different people.

Verbs like the two discussed here are given in the Finder Lists with *saj* after them: *sgðna saj*, 'hurry', *bǫrbé:ʔər saj*, 'shave'.

3. *selʔ*

<i>je vǫr dər sélʔ i mǫrəs.</i>	Jeg var der selv i Morges.	I was there myself this morning.
<i>sǫ ka du jo sélʔ prø:və də.</i>	Saa kan du jo selv prøve det.	Then you can try it yourself.
<i>de ánað gær vi sélʔ.</i>	Det andet gør vi selv.	The rest we do ourselves.

Notice that *selʔ* corresponds to English "myself" in the first sentence, to "yourself" in the second sentence, and to "ourselves" in the third sentence. Danish has just the one word *sélʔ*, 'self', which is used to mean either "myself", "yourself", "himself", "herself", "ourselves", "yourselves", or "themselves"

4. New irregular verbs.

The verb *gǫ:ər*, 'do', which you learned in this unit has the irregular present form *gær*, 'do', 'does', the past form *gjó:ər*, 'did', and the participle *gjorʔt*, 'done'.

For the Danish equivalent of "shave", *bǫrbé:ʔər* is both the basic form and the present form, *bǫrbé:ʔərðə* is the past form and *bǫrbé:ʔərð* is the participle. The apparent irregularities, as you see, are due to the fact that Danes say *ər* but not *rə* after a long vowel in everyday speech. (This also accounts for the basic form *gǫ:ər* with the *r* at the end instead of the usual *ə*.)

2. Covering the English and Danish of Word Study (Individual Study)

Check yourself on your knowledge of the *Word Study* by covering first the English, then the Danish, and making sure you know everything thoroughly.

3. Review of Basic Sentences

With the Guide or records, review the first half of the *Basic Sentences* as in previous units.

SECTION C—REVIEW OF BASIC SENTENCES

1. Review of Basic Sentences (Cont.)

Review the second half of the *Basic Sentences*.

2. Covering the English of the Basic Sentences (Individual Study)

Go through the *Basic Sentences* covering up the English and reading aloud the Danish. Check up on anything you do not know, until you are sure of everything.

3. What Would You Say? (Individual Study)

A. In this exercise you are to act as an interpreter for an American, Mr. Hill. He's an engineer in Denmark on business and he doesn't know any Danish. In the first situation given below he buys shoes, and in the second he asks you to phone the hotel clerk and get some information for him. In the left-hand column you have Hill's conversations with you in English, telling you what to ask for, etc. In the right-hand column you have the replies of the salesman and the hotel clerk in Danish. It is up to you to figure out how you would explain to the Danes in Danish what your friend has said in English and how you would explain to your friend in English what the Danes have said in Danish. In other words, since you can speak both languages, you are to act as interpreter.

For instance, in the first situation, when the salesman in the shoestore says "godá:?. vá sga de vé:ər?, you can tell Mr. Hill, "He wants to know what he can do for you". Then when Mr. Hill asks you to tell the salesman that he wants to look at some brown shoes, you can say to the salesman: "mi:n vén ve gérnə sé:?. pɔ: no:n brú:nə sgó:?.

Figure out what you would say but, as usual, don't write anything down.

1. In the shoestore

Mr. Hill

Will you tell him that I'd like to look at some brown shoes.

Mr. Hill

Size ten and a half.

Salesman

godá:?. vá sga de vé:ər? (Goddag. Hvad skal det være?)

Salesman

já gérnə; (Ja gerne.)
vá sdærəlsə brú:ər dèrəs vén? (Hvad Størrelse bruger Deres Ven?)

Salesman

já, dé ɛ sdærəlsə ló:?. ɔ færa hē:?.r i dánmərɔk. (Ja, det er Størrelse to og fyrre her i Danmark.
nú sga je sé:?. vá vi hē:?.r. (Nu skal jeg se, hvad vi har.)
hē:?.r er ed pər gó:ə brú:nə sgó:?. i nòmər ló:?. ɔ færa. (Her er et Par gode brune Sko i Nummer to og fyrre.)
prɔ:?.v dém. (Prøv dem.)
pəsər di; (Passer de?)

[11-C] 295

Mr. Hill

No, they're too small and I don't like them. What else can he show me?

Mr. Hill

Yes, they are. How much are they?

Mr. Hill

Tell him I'll take them. And ask if I can get some brown socks here?

Salesman

hé:ʔr er ed ánoð þgr. (Her er et andet Par.)
dé mɔ: vè:ər hǎns sdǽrɔlsǽ. (Det maa være hans Størrelse.)
vórdæn ér dǽ? (Hvordan er det?)
er dí sdó:ər nǫk; (Er de store nok?)

Salesman

di kǫsdør é:ʔn ɔ tǫ:vǽ en hǎlʔ kró:nǽ. (De koster en og tyve en halv Krone.)
dé er no:n úðmǽrgaðǽ sgó:ʔ. (Det er nogle udmærkede Sko.)

Salesman

jǎ, ví hǫ:ʔr no:n gó:ə brú:nǽ sǫgǽr. (Ja, vi har nogle gode brune Sokker.)
je tró:ʔr sdǽrɔlsǽ élvǽ en hǎlʔ ve pásǽ dǽrǽs vén. (Jeg tror, Størrelse elleve en halv vil passe Dæres Ven.)

Mr. Hill

Let me have two pairs. How much are they?

Mr. Hill

Will you ask him if he can change 50 crowns, please.

Salesman

di kósdar tó: krónar 3 fém? 3 tý:va þús?að. (De koster to Kroner og fem og tyve Øre Parret.)

Salesman

já, dé ka je gó. (Ja, det kan jeg godt.)
vér's gó:?, hé:er er ft:er 3 tý:va krónar. (Vær'saagod, her er fire og tyve Kroner.)
máha ták; (Mange Tak.)
farvél; (Farvel.)

2. *You call the hotel clerk from Mr. Hill's room.*

Mr. Hill

Will you explain to the hotel clerk that I don't like this room.

Hotel clerk

já, gérna hér. (Ja, gerne Herr.)
énsjónjör hól hár vé:ærlsa nómær tó: húnraða 3 ségs, éga sán?i; (Ingeniør Hill har Værelse Nummer to Hundrede og seks, ikke sandt?)
vörfor ka han éga lí: dæ? (Hvorfor kan han ikke lide det?)

[11-C] 297

Mr. Hill

Tell him it's too small and there's only one window.
And I'd like to have a bathroom.

Mr. Hill

How much would it cost?

Mr. Hill

That's O.K. Tell him I'd like to move tonight.

Mr. Hill

And would you tell him that I have some dirty clothes.
Do I send them to the laundry or do they do it here
at the hotel?

298 [11-C]

Hotel clerk

vi har mange små:er væ:relser, men de kósdar mé:er en dæda.
(Vi har mange store Værelser, men de koster mere
end dette.)

ve ensjønþ:ørn hælara ha ed små:rd væ:relsa me
bá:ðvæ:relsa; (Vil Ingeniøren hellere have et stort
Værelse med Badeværelse?)

Hotel clerk

de kósdar 15! kró:nar om dá:ðan. (Det koster tolv
Kroner om Dagen.)

Hotel clerk

já hér. (Ja Herr.)

Mr. Hill

I have a suit that I want to send to the cleaners, too.
Is there a cleaner here?

Mr. Hill

O.K. There's just one more thing. Where can I get a
shave and a haircut in a few minutes? I have to hurry
because I'm going to meet a friend in half an hour.

Hotel clerk

der er ed úðmergæð vasgært: ? hÉ: ?r þo: hotél?æð. (Der er
et udmærket Vaskeri her paa Hotellet.
ves ensjænjø: ?ærn sÉnær snúvsælj i dá: ? , er de tebá: ?æ om
femségs dá: æ. (Hvis Ingeniøren sender Snavsetøj i
Dag, er det tilbage om fem-seks Dage.)

Hotel clerk

núj? , der er desvÉra éga nó: æð rensært: ? hÉ: ?r i hotél?æð,
men der er éd ú: æ þu?ær gá: ðæn. (Nej, der er desværre
ikke noget Renseri her i Hotellet, men der er et lige
over Gaden.)
ves ensjænjø: ?ærn vÉ gt: mæj lúj?æð, sá sga je fú: ? de sÉn?d
te rensært: ?æð. (Hvis Ingeniøren vil give mig Tøjet,
saa skal jeg faa det sendt til Renseriet.)

Hotel clerk

der er en bærþé: ?r hÉ: ?r i hotél?æð, vór man ka bli:
bærþé: ?æð æ klébæð þo: ú: ? minúðær. (Der er en Barber
her i Hotellet, hvor man kan blive barberet og
klippet paa ti Minutter.)

Mr. Hill

That's fine. Thank him very much.

B. Do the following in Danish:

1. Ask your brother if he sent his suit to the cleaners.
2. Ask a stranger if you get to Langelinie by bus.
3. Tell Mr. Knudsen that you've met Mrs. Knudsen's mother but you don't know her father.
4. Tell your brother that you can't find your razor and ask him if he can find his.
5. Call up and explain to your mother why you and your wife won't be home at six o'clock—tell her you hurried but you didn't make your train.
6. Ask a friend, who's staying at the same hotel you are, if he likes his room. Tell him that you don't like yours.

SECTION D—LISTENING IN

1. What Did You Say?

A. The Group Leader will have you take turns acting out the parts of Mr. Hill, the interpreter, the salesman and the hotel clerk for part A of the preceding exercise. Everyone should have a chance to be the interpreter.

B. The Group Leader will have you tell how you would do the things suggested in part B of that exercise.

2. Word Study Check-Up

As you have done in the previous units, go back to the *Word Study* and give the correct Danish for each English expression without having to read it from the book. The Group Leader or one of the members of the Group should read the English.

370 [11-D]

3. Listening In

Listen to the following conversations as read by the Guide or phonograph record. Repeat the Danish immediately after hearing it. After the first repetition of each conversation, check up on the meaning of anything you do not understand, by asking someone else or by going back to the *Basic Sentences* if no one knows. Repeat again if necessary with books open, then take parts and carry on the conversation.

1. Mr. Knudsen and his wife are talking in their home one morning.

Record 22A, after second spiral.

han

je ka éxə féna mi:n bərbé:ʔrn:asgɛ:nə.
ʔ vɛ:ʔr ər mi:n tánbørsdə?
bærʔnənə tɛ:ʔr álə mɛ:nə ténʔ, tró:ʔr je.
fər dú brú:ər dəm éxə; gær du.

hun

né: vɔr ka du tró:ʔ dé?
vɔrfər sgu jáj brú:ə dɛ:ʔn tánbørsdə?
né: nú mɔ: du núdəð ónsgylʔə.
álʔd va je brú:ər ər sé:bən.

han-

já ʔ i dá:ʔ vɔr dər éhən sé:bə.

han

Jeg kan ikke finde min Barbermaskine.
Og hvor er min Tandbørste?
Børnene tager alle mine Ting, tror jeg.
For du bruger dem ikke? Gør du?

hun

Nej, hvor kan du tro det?
Hvorfor skulde jeg bruge din Tandbørste.
Nej, nu maa du meget undskyldte.
Alt hvad jeg bruger er Sæben.

han

Ja, og i Dag var der ingen Sæbe.

hun
dē ka je tgi ʔ:sdʃ:ʔ.
men je ve gérnə kɸ:bə álʔd va du sga brú:ə.

han
já la maj sé:ʔ, ve du kɸ:bə en pəgə bərbé:ʔrblà:ðə ɔ en
kámʔ;
ɔ sʃ mɔ: du hēlərə kɸ:bə en ný:ʔ tábərsdə.

hun
er dē álʔt;

han
já. hē:ʔr er tʃ:ʔ kró:nər, sʃ ka du sélʔ végslə dən.
du ka gʲd brú:ə led smʃpəŋə, éga sánʔt;

hun
jó:ʔ ták, je ka jo: álʔtəðʔ prɸ.və.

han
du glémðə ɔ sēnə vðras snəvsətɸj te vasgərɪ:ʔəð i gər mðras.

hun
já desvəra.
men st:ʔ maj, ve du éga ha did brú:nə sed tɸj sənʔd te
rensərɪ:ʔəð;
de ser éga pē:ʔnd ú:ʔð mé:ər.
302 [11-D]

hun
Det kan jeg ikke forstaa.
Men jeg vil gerne købe alt, hvad du skal bruge.

han
Ja, lad mig se, vil du købe en Pakke Barberblade og en
Kam,
og saa maa du hellere købe en ny Tandbørste.

hun
Er det alt?

han
Ja, her er 10 Kroner, saa kan du selv veksle den.
Du kan godt bruge lidt Smaapenge, ikke sandt?

hun
Jo Tak. Jeg kan jo altid prøve.

han
Du glemte at sende vores Snavsetøj til Vaskeriet i Gaar
Morges.

hun
Ja desværre.
Men sig mig, vil du ikke have dit brune Sæt Tøj sendt
til Renseriet?
Det ser ikke pænt ud mere.

han

jó:ʔ ták, dé ve je géra.

men nú ma: je sgóna maj, ves je sga mþ:ðə ðnsjənjør
bóðlar om en hálʔ t:mə.

Record 22B, beginning.

je ma: fársd te bərbé:ʔərn for ɔ bl:a klébað ɔ bərbé:ʔərð.

je ka vè:ər tebá:ʔə te méda kləgən ségs, élər sga vi st:a
kləgən sývʔ;

pásər dé daj.

hun

já dé pásər maj úðmergəð.

han

ve du éga mé nú;

sé:bəhú:ʔsəð er jo t:a ðər gá:ðən.

hun

né: dé for je éga t:ʔð tel.

nen nú sga du sgóna daj, ves du sga nð:ʔ də.

kləgən er tý:və minúðər svər nð:ʔ.

han

já já, farvél so léya.

ɔ prə:v ɔ fénʔ mi:ʔn bərbé:ʔrmasgí:nə.

han

Jo Tak, det vil jeg gerne.

Men nu maa jeg skynde mig, hvis jeg skal møde
Ingeniør Butler om en halv Time.

Jeg maa først til Barberen for at blive klippet og
barberet.

Jeg kan være tilbage til Middag Klokken seks; eller
skal vi sige Klokken syv?

Passer det dig?

hun

Ja, det passer mig udmærket.

han

Vil du ikke med nu?

Sæbehuset er jo lige over Gaden!

hun

Nej, det faar jeg ikke Tid til.

Men nu skal du skynde dig, hvis du skal naa det.

Klokken er tyve Minutter over ni.

han

Ja, ja, Farvel saa længe.

Og prøv at finde min Barbermaskine.

[11-D] 303

hun
já dé sgł je.
fərvél ɔ pɔ: gənsyn? klɔgən sʏv?

2. The Knudsen children, Kirsten and Erik, are talking that afternoon.

Record 22B, after spiral.

kɪrsdən
st:ʔ mɑj, vé:ʔ du vɔr fɑ:rs bɑrbé:ʔrmasgɪ:nə ɛr.
ɛ:rik
jɑj; vɔrfɔr dé?
kɪrsdən
jɑ:, fɔr han ka ɛgə j'ənə dən.
ɔ han tró:ʔr a ví brú:ər álə hans tɛŋ?
ɛ:rik
já jé sga st:ə dɑj, je hɑ:ʔr dən pɔ: mɪd vé:ərɪsə.
kɪrsdən
va hɑ:ʔr du;
hɑr du ʒsə fɑ:rs tándərsdə ɔ kám?
ɛ:rik
já, je hɑr ʒsə sé:bən;
je hɑ:ʔr de hé:lə;
304 [11-D]

hun
Ja, det skal jeg.
Farvel, og paa Gensyn Klokken syv.

Kirsten
Sig mig, ved du, hvor Fars Barbermaskine er?
Erik
Jeg? Hvorfor det?
Kirsten
Jo, for han kan ikke finde den,
og han tror, at vi bruger alle hans Ting.
Erik
Ja, jeg skal sige dig, jeg har den paa mit Værelse.
Kirsten
Hvad har du?
Har du ogsaa Fars Tandbørste og Kam?
Erik
Ja, jeg har ogsaa Sæben.
Jeg har det hele.

Kirsten

men vá brú:er du ál?d de tál?

Erik

je hq:er en forédneg þo: mid vé:arlsø;
gnærs vgr er i móræs o kþbðe bgrbé:ermasgl:næn o mó:rs
tánbærsða.

Kirsten

vgr máað batá:alda han de for dé?

Erik

je feg k:er þ:er for bgrbé:ermasgl:næn o fém? for
tánbærsða.
men sá:ð fð:er vgrnð:er han k:mær jém? i áfdæn;

Kirsten

já hán kðmær jém? klðgen sýv?

Erik

gær han dé;
la os sð go: i biogrð:ðfen nú;

Kirsten

dé tró:er je égo mó:r ka k:er.

Erik

men hun er égo jémø;

Kirsten

Men hvad bruger du alt det til?

Erik

Jeg har en Forretning paa mit Værelse.
Anders var her i Morges og købte Barbermaskinen og
Mors Tandbørste.

Kirsten

Hvor meget betalte han dig for det?

Erik

Jeg fik ti Øre for Barbermaskinen og fem for
Tandbørsten.
Men sagde Far, hvornaar han kommer hjem i Aften?

Kirsten

Ja, han kommer hjem Klokken syv.

Erik

Gør han det?
Lad os saa gaa i Biografen nu.

Kirsten

Det tror jeg ikke, Mor kan lide.

Erik

Men hun er ikke hjemme.

vá stór du? sga vi ég gð:? klðgan ft:ər.

ví ka vè:ər tebbá:ʔa te méða, ɔ ví ka ál?tð? st:ə, a ví hgr
vé:ərð hos é:rik,¹ éga sán?t;

Kírsdøn

jó: dð há vi mɔ:sgð:ʔ.

é:rik

men sð sga du þsa kðma nú.

Kírsdøn

vén?d lét, je mɔ: k:ə há mi:n frðga.

de ɛ kði?d ú:ðə, éga;

sga dú ég a dð:ʔn frðga þð:ʔ.

é:rik

né: dð ɛ dər éga k:ʔð te.

klðgan er nú k:ʔ minúðər ðər tré:ʔ;

ɔ ví sgu gérna vé:ər dər nər de bəðn?ər

¹ Should be *gners*.

Hvad siger du, skal vi ikke gaa Klokken fire.

Vi kan være tilbage til Middag, og vi kan altid sige,
at vi har været hos Erik¹, ikke sandt?

Kirsten

Jo, det kan vi maaske.

Erik

Men saa skal du ogsaa komme nu.

Kirsten

Vent lidt, jeg maa lige have min Frakke.

Det er kol't ude, ikke?

Skal du ikke have din Frakke paa?

Erik

Nej, det er der ikke Tid til.

Klokken er nu ti Minutter over tre,

og vi skulde gerne være der, naar det begynder.

SECTION E—CONVERSATION

1. Covering the Danish of the Basic Sentences (Individual Study)

Cover the Danish of the *Basic Sentences* and practice saying the Danish equivalents of the English expressions.

2. Vocabulary Check-Up

Give the Danish expressions for the English equivalents in the *Basic Sentences* as the Group Leader calls for them.

3. Conversation

As you have done in the *Conversation* in the previous units, begin to converse by following the models outlined below fairly closely; then change the situations somewhat. Invent new combinations of subject matter.

1. You've been traveling through Denmark and have just arrived in Copenhagen. You speak to the clerk at the hotel where you're staying and explain to him that you have some dirty clothes you want to send to the laundry and some clothes you want cleaned. You ask him where there is a laundry and a cleaner. He tells you there's a laundry in the hotel and a cleaner right across the street. You thank him.
2. A friend of yours with whom you are staying mentions that he's going across the street to the "soap-house". You say that you were going to get some things yourself, but ask him if he'll get them for you. He says he will and asks what you want. You give him a list—soap, comb, toothbrush, razor blades, etc. He asks how much of each you want and you tell him. You thank him.
3. You go to the "soap-house" to buy a new razor. You ask the clerk to show you different kinds of razors. He tells you which is the best one and you decide to take that. He asks you if you want anything else. You say that you'd also like two packages of razor blades, six cakes of soap and a comb. You give him a ten-crown bill and ask him if he can change it, because you don't have any change.

4. You and a Danish friend are shopping in Copenhagen. He says he has to go to the barber shop and asks if you want to wait for him. He says it'll probably take a little time because he has to get a shave and a haircut. You say you have to take some clothes to the cleaners. You suggest meeting in half an hour on a certain corner and ask him if that suits him. He says yes, but then the two of you will have to hurry if you're going to make your train at twenty minutes past five.

SECTION F—CONVERSATION (Cont.)

Continue the conversations started in Section E, with a review of parts 1 and 2 of this section if necessary.

Finder List

<i>bərbé:ʔr</i> , <i>bərbé:ʔərn</i> , <i>bərbé:ʔər</i> (Barber, -en, -er) barber	<i>éŋən</i> (ingen) not any, no
<i>bərbé:ʔrblāð</i> , <i>bərbé:ʔrblā:ʔðəð</i> , <i>bərbé:ʔrblā:ðə</i> (Barberblad, -et, -e) razor blade	<i>fərvél sɔ lɛŋə</i> (Farvel saa længe) so long
<i>bərbé:ʔrmasgɪ:nə</i> , -n, -r (Barbermaskine, -n, -r) razor	<i>fɔr at/fɔr ɔ</i> (for at) in order to
<i>bərbé:ʔər</i> , -ðə (barbere, -de) shave	<i>ɡá:ðə</i> , -n, -r (Gade, -n, -r) street
<i>bərbé:ʔər sɑj</i> (barbere sig) shave (oneself)	<i>ɡlɛmə</i> , -də (glemme, glemte) forget
<i>blɛ:ə bərbé:ʔərð</i> (blive barberet) be shaved	<i>ɡæ:ər</i> , <i>ɡær</i> , <i>ɡjó:ər</i> , <i>ɡjorʔt</i> (gøre, gør, gjorde, gjort) do
<i>dɑj</i> (dig) you (familiar)	<i>hans</i> (hans) his
<i>dɪ:ʔn</i> , <i>dɪt</i> , <i>dɪ:nə</i> (din, dit, dine) your, yours (familiar)	<i>hénəs</i> (hendes) her, hers
<i>du</i> (du) you (familiar)	<i>i mɔrəs</i> (i Morges) this morning

kam?, -ən, *kámə* (Kam, Kammen, Kamme) comb
kléba, -ðə (klippe, -de) cut (with scissors)
blí:ə klébað (blive klippet) have a hair cut
na:?, *ná:əðə* (naa, -ede) reach, make
pága, -n, *págər* (Pakke, -n, -r) package
pása, *pásər*, -əðə (passe, -ede) suit
rensəri:?, -əð, -ər (Renseri, -et, -er) cleaner
sé:bə, -n (Sæbe, -n) soap
sé:bəhù:ʔs, -əð, *sé:bəhù:sə* (Sæbehus, -et, -e) "soap
house". Soap, razors, razor blades, toothpaste, etc.
are sold here.
sel? (selv) self
sénə, -də (sende, -te) send

sgúla/sgu (skulde) was or were going to
smáþpèŋə (Smaapenge) small change
snápsatðj, *snápsatðj?əð* (S avsetðj, -et) dirty clothes
tánbærðə, -n, -r (Tandbørste, -n, -r) toothbrush
telbá:ɣə/tebá:ɣə (tilbage) back
tí:mə, -n, -r (Time, -n, -r) hour
úðmergəð (udmærket) excellent, fine
vasgəri:?, -əð, -ər (Vaskeri, -et, -er) laundry
végsle, -ðə (veksle, -de) change
vénda þo: (vente paa) wait for
vóras (vores) our, ours
þv?ər (over) over, across, past

UNIT 12

REVIEW

SECTION A—WORD STUDY REVIEW

This section is just like Section A of Unit 6. Work through the exercises individually following the instructions carefully, reading aloud the complete sentences. Do not write anything down. Be prepared to do on sight any one of the exercises, when your Leader calls on you.

1. In the following sentences, change the English words given in parentheses into Danish.

1. *i dánmarg er vén²døræn som ré:²el (mild).*
2. *i gð:²r kðbðe je en (brown) frágæ ɔ ed þar (brown) sgó:².*
3. *den (Danish) kðŋa bó:²r þo: amá:²ljænbd:²r slðt.*
4. *om vén²døræn er dá:²ænə (short).*
5. *je ka gðd lt:² dænə frágæ, men er den éga léd for (small);*
6. *(How) kðm²er man ú:²ð te dý:²ærhð.væn?*
7. *mɔ: je sé:² þo: (some white) sgjórdær;*
8. *vð:²r ær (my other) sgó:²? je ka éga féna dæn.*
9. *der ær mðŋa (interesting) bðŋney²ær i kðbænhdv²n.*
10. *er (your) vé:²ærlsə (light) ɔ (pleasant);*
1. I Danmark er Vinteren som Regel (*mild*).
2. I Gaar købte jeg en (*brown*) Frakke og et Par (*brown*) Sko.
3. Den (*Danish*) Konge bor paa Amalienborg Slot.
4. Om Vinteren er Dagene (*short*).
5. Jeg kan godt lide denne Frakke, men er den ikke lidt for (*small*)?
6. (*How*) kommer man ud til Dyrehaven?
7. Maa jeg se paa (*some white*) Skjorter?
8. Hvor er (*my other*) Sko? Jeg kan ikke finde den.
9. Der er mange (*interesting*) Bygninger i København.
10. Er (*your*) Værelse (*light*) og (*pleasant*)?

310 [12-A]

11. *kénar di ed (good) hotel? hé:ʔr i nérhèðʔæn;*
12. *vi feg en (wonderful) ví:ʔn te méda i gð:ʔr.*
13. *hgr dí ed pgr (white) sðgær;*
14. *je hgr éga fð:əð (anything) ɔ sðt:sə hé:lə dð:ʔæn.*
15. *je vélə gérnə sé:ʔ en (Danish) gð:ʔr.*
16. *om smørən er de máəð (warm) i sjiká:go.*
17. *je sð:ʔ pð: fð:ər (different) sed tðj, men je ku éga lí:ʔ (any) á dem.*
18. *ka di éga ví:sə mǝj (another) bgrbè:ʔrmasgì:nə;*
19. *tjé:nər, mð: ví fð:ʔ tó:ʔ glas øl; vi er máəð (thirsty).*
20. *vər mǝnə (new) slébs kðbða di?*
21. *vi bətlá:ʔlər ð:də kró:nər om dá:ʔæn fər (our) vé:ərلسə. vər máəð bətlá:ʔlər dí fər (yours)?*
22. *je hgr lðsd te ɔ fð: (something) ɔ dréga.*
23. *je ka éga lí:ʔ (his) vé:ərلسə, men hán vel jo: éga flðða.*
24. *je kðbða ed pgr sgó:ʔ i mðrəs, men je tró:ʔr di er fər (small);*
25. *je hgr sé:ʔd amá:ʔljənð:ʔr slðd, men je hgr éga sé:ʔd (any) a di (other Danish) slðða.*
26. *je tró:ʔr éga je kénər di:n (American) vén.*
27. *kðbða di den (brown) frðga di sð:ʔ pð: i gð:ʔr;*

11. Kender De et (good) Hotel her i Nærheden?
12. Vi fik en (wonderful) Vin til Middag i Gaar.
13. Har De et Par (white) Sokker?
14. Jeg har ikke faaet (anything) at spise hele Dagen.
15. Jeg vilde gerne se en (Danish) Gaard.
16. Om Sommeren er det meget (warm) i Chicago.
17. Jeg saa paa fire (different) Sæt Tøj, men jeg kunde ikke lide (any) af dem.
18. Kan De ikke vise mig (another) Barbermaskine?
19. Tjener, maa vi faa to Glas Øl? Vi er meget (thirsty).
20. Hvor mange (new) Slips købte De?
21. Vi betaler otte Kroner om Dagen for (our) Værelse. Hvor meget betaler De for (yours)?
22. Jeg har Lyst til at faa (something) at drikke.
23. Jeg kan ikke lide (his) Værelse, men han vil jo ikke flytte.
24. Jeg købte et Par Sko i Morges, men jeg tror de er for (small).
25. Jeg har set Amalienborg Slot, men jeg har ikke set (any) af de (other Danish) Slotte.
26. Jeg tror ikke, jeg kender din (American) Ven.
27. Købte De den (brown) Frakke, De saa paa i Gaar?

28. *den (large) býgney dé:ʔr te hýjre er nasjoná:ʔlmusè:əð.*

28. Den (large) Bygning der til højre er Nationalmuseet.

2. A schoolteacher asks each pupil in her class:

vá bəsdélʔda du i gʃ:ʔr?

Hvad bestilte du i Gaar?

The following sentences are the answers of the children. Change the basic form of the verb given in parentheses to either the past form or the participle, whichever fits in the particular sentence.

1. *je (mø:ðə) ʔnərs pə: rʃðhusplàsən i gʃ:ʔr, ɔ vi (gə:ʔ) hén pə: nasjoná:ʔlmusè:əð.*
2. *mi:n mó:r (gi:ʔ) mǝj fémʔ ɔ tý:və ʃ:ər i gʃ:ʔr, ɔ je (kə:ba) nð:əð i:ʔs, sɔm je (dé:lə) mɛ mi:n bró:r.*
3. *je (fə:ʔ) ed pər ný:ʔ sgó:ʔ i gʃ:ʔr. mi:n mó:r (bətá:ʔlə) fémʔ ɔ tý:və kró:nər fʃr dəm.*
4. *i gʃ:ʔr (féna) je en kró:nə pə: gá:ðən;*
5. *mi:n famt:ʔljə (flðə) i gʃ:ʔr. dé (ta:ʔ) hé:lə dá:ʔən.*
6. *vi (sbt:sa) mɛda i tɪvoli i gʃ:ʔr, ɔ mi:n fə:r (glémə) ɔ gi: tjé:nərən drégəpəŋə.*
7. *je (tréfa) é:ʔn a mi:n fə:rs vénər i gʃ:ʔr, mɛn je hǝr (glémə) vá han (héðə).*
8. *je (ha:ʔ) mid ný:ʔ sed tʃj pʃ:ʔ i gʃ:ʔr.*
9. *i gʃ:ʔr (blt:və) je klébað hos bərbé:ʔərn;*
10. *mi:n bró:r (kʃmə) jémʔ i gʃ:ʔr. hán hǝr (vè:ər) i amé:ʔrika i fémʔ ʃ:ʔr.*

- Jeg (møde) Anders paa Raadhuspladsen i Gaar, og vi (gaa) hen paa Nationalmuseet.
- Min Mor (give) mig 25 Øre i Gaar, og jeg (købe) noget Is, som jeg (dele) med min Bror.
- Jeg (faa) et Par nye Sko i Gaar. Min Mor (betale) 25 Kroner for dem.
- I Gaar (finde) jeg en Krone paa Gaden.
- Min Familie (flytte) i Gaar. Det (tage) hele Dagen.
- Vi (spise) Middag i Tivoli i Gaar, og min Far (glemme) at give Tjeneren Drikkepenge.
- Jeg (træffe) en af min Fars Venner i Gaar, men jeg har (glemme), hvad han (hedde).
- Jeg (have) mit nye Sæt Tøj paa i Gaar.
- I Gaar (blive) jeg klippet hos Barberen.
- Min Bror (komme) hjem i Gaar—han har (være) i Amerika i fem Aar.

11. *i gð:ʔr (kø:ba) je en ný:ʔ tándærsða, som (kø:ða) en kró:næ ɔ tý:væ.*
12. *mí:n mó:r (prø:væ) ɔ kø:ba en frakka té mæj, men hun ku éga féna é:ʔn der (pá:sa) mæj.*
13. *je (ry:æ) mí:n fáersða sigaréð i gð:ʔr, men je ku éga lí:ʔ de.*
14. *i gð:ʔr (se:ʔ) je den lílla hávfrú:æ þo: lænæli:njæ;*
15. *vi (fæ:ʔ) rþ:ʔðgrð:ʔð mæ flø:ðæ i gð:ʔr, ɔ ði ka tró:ʔ de (smá:ʔæ) dæjli.*
16. *i gð:ʔr (ta:ʔ) mí:n bró:r ɔ jðj éstð:ʔræð te dý:ærhæ.væn. vé:ʔæð (vé:æ) jo: dæjli.*
17. *je (tá:la) ænʔæls g mæ mí:n vén fra amé:ʔrika hé:la dá:ʔæn i gð:ʔr.*
18. *mí:n mó:r ɔ jðj (vénda) en hé:ʔl lí:mæ þo: mí:n fá:r i gð:ʔr, ɔ ðé ku vi bæsdémʔd éga lí:ʔ.*
19. *mí:n bró:r ɔ jðj (ha:ʔ) læsð te ɔ gæ: i biogræ:ʔfæn i bý:ʔæn i gð:ʔr, men desværa (næ:ʔ) vi éga lí:ʔræð.*
20. *je (tro:ʔ) de vélð sné:ʔ i gð:ʔr, men de (blí:væ) dæjli vé:ʔ.*

3. Fill in the blanks in these sentences with the proper Danish word for "you".

1. *sgðn? ——— líti;*
2. *mæ je gæ: mé ——— i biogræ:ʔfæn;*
3. *——— ɔ ðærs bró:r lá:lær hé:ʔlæ gðð dánʔsk.*

I Gaar (købe) jeg en ny Tandbørste, som (koste) en Krone og tyve.

Min Mor (prøve) at købe en Frakke til mig, men hun kunde ikke finde en, der (passe) mig.

Jeg (ryge) min første Cigaret i Gaar, men jeg kunde ikke lide det.

I Gaar (se) jeg den lille Havfrue paa Langelinie.

Vi (faa) Rødgrød med Fløde til Middag i Gaar, og De kan tro, det (smage) dejligt.

I Gaar (tage) min Bror og jeg S-Toget til Dyrehaven. Vejret (være) jo dejligt.

Jeg (tale) Engelsk med min Ven fra Amerika hele Dagen i Gaar.

Min Mor og jeg (vente) en hel Time paa min Far i Gaar, og det kunde vi bestemt ikke lide.

Min Bror og jeg (have) Lyst til at gaa i Biografen i Byen i Gaar, men desværre (naa) vi ikke Toget.

——— (tro), det vilde sne i Gaar, men det (blive) dejligt.

Skynd ——— lidt!

Maa jeg gaa med ——— i Biografen?

——— og Deres Bror taler helt godt Dansk.

4. je sð:ʔ — i gð:ʔr þo: gá:ðæn, men je tro:ʔr égo
— sð:ʔ mǫj.
5. ve — ɔ di:n kó:nə kðmə mé jém? ɔ sbl:sə méda
i áfdæn;
6. je sga vl:sə — den bésda resdorgn i kðbənħəʔn.
7. ónsgýlʔ, men je fərsdð:ʔr — égo. ve — lá:lə
led lǫnsəmʔərə.
8. ve — ha láməsððjʔ élar kýlen.
9. je sga mð:ðə — t:ʔ minúðar ʔvʔər é.
10. gər — te bərbé:ʔərn, élar bərbé:ʔər —
sélʔ.

Jeg saa — i Gaar paa Gaden, men jeg tror ikke,
— saa mig.

Vil — og din Kone komme med hjem at spise
Middag i Aften?

Jeg skal vise — den bedste Restaurant i
København.

Undskyld, men jeg forstaar — ikke. Vil —
tale lidt langsommere?

Vil — have Lammesteg eller Kylling?

Jeg skal møde — ti Minutter over et.

Gaar — til Barberen, eller barberer —
selv?

4. Answer the following questions by saying "yes". As you know, you generally say, not just *ja* or *jo:ʔ* or *nejʔ*, but the Danish equivalent of "yes, I am", "yes, I'd like to", etc.

1. er dt frə amé:ʔrika;
2. sgul di égo ʔsə kð:bə en tánbðersda;
3. tror di vé:ʔərð blíər gðd i mðrən;
4. er di lý:sə néðər égo dǫjlíə;
5. hgr du sənʔd mi:n frǫgo te rensərt:ʔəð;
6. ve di égo ha nð:əð ɔ drégo;
7. ka di égo li: rð:ʔðgrð:ʔð me flð:ðə;

Er De fra Amerika?

Skulde De ikke ogsaa købe en Tandbørste?

Tror De, Vejret bliver godt i Morgen?

Er de lyse Nætter ikke dejlige?

Har du sendt min Frakke til Renseriets?

Vil De ikke have noget at drikke?

Kan De ikke lide Rødgrød med Fløde?

8. *tà:lər dī dán?sk;*
9. *ve dī gɔ: i sgʊ?ən mé mǝj i mʃrən;*
10. *tror dī vi nʃ:ʔr vðrəs tʃ:ʔɣ;*

- Taler De Dansk?
- Vil De gaa i Skoven med mig i Morgen?
- Tror De, vi naar vores Tog?

SECTION B—CONVERSATION

Take parts and work through the following outlined conversations. When you can do them easily, branch out and include anything discussed in the previous units.

1. Meet a friend and talk about the weather. It's nice today, but it's a little too windy. It's been cold for the past few days. The spring's been very short and cold this year. You hope it'll be warm tomorrow, etc.
2. Go into a hotel and ask for a room with a bath and a telephone, inquire about the price, decide it's too expensive and leave.
3. Take a girl out to dinner. Find out what she wants, order for her and yourself, drink a toast when the wine comes, get the check, and leave a tip for the waiter.
4. Compare the weather in Denmark with that in the part of the country you come from.
5. Tell a friend that you don't like your room—it's too small, has only one window, doesn't get any sun and you have to share the bathroom. You want to move to another boarding house. Talk about how much you'll have to pay, etc.
6. Go into a men's clothing store and ask to see a brown coat. It's too small, so ask to see another one. Decide to buy it, find out the price and pay. Then inquire about a place to buy shoes.
7. Go to a "soap house" and buy some razor blades, soap, a toothbrush, etc. Pay with a large bill and ask the clerk to change it.

8. Buy some underwear, socks, pajamas, shirts and a tie. Talk about sizes, detachable collars on the shirts, etc.
9. Tell a hotel clerk that you have some dirty clothes you want sent to the laundry and a coat you want sent to the cleaners. Inquire about where to send them.
10. Arrange with your wife about when you'll be home to dinner. Tell her you have to go to the barber's and get a shave and a hair-cut. But you'll hurry and you hope you can make the train that leaves at ten past six. Then you'll be home at seven o'clock.

SECTION C—LISTENING IN (QUESTIONS)

Listen to the Guide or the phonograph record as each one of the conversations is read. The second time listen carefully for points you may have missed the first time.

Then answer the questions, which are listed below, on the particular conversation.

Record 23A, beginning.

1. *Two Danes, Nielsen and Jensen, talk as they eat lunch together.*

1. *vð:ʔr vqr jénsøn i gð:ʔr?*
2. *vð kþbdø hán?*
3. *vð bétá:ʔldø jénsøn fqr frágøn?*
4. *vð:ʔr vqr nélsøn i gð:ʔr?*
5. *vðrfðr er nélsøn égø súl?ðøn?*
6. *vð sga nélsøn há te méða?*

- Hvor var Jensen i Gaar?
- Hvad købte han?
- Hvad betalte Jensen for Frakken?
- Hvor var Nielsen i Gaar?
- Hvorfor er Nielsen ikke sulten?
- Hvad skal Nielsen have til Middag?

Record 23A, after spiral.

2. Hansen and Jensen meet on the street in Copenhagen.

1. v5:ʔr sga hán?søn hén?ʔ
2. vá sga hán kð:bə?
3. vé:m? kð:mər te méda hos fam:l:ljøn hán?søn?
4. vər léŋə vər hán?søns bró:r i amé:ʔrika?
5. vordán vər vé:ʔərð i sjiká:go?
6. vørn5:ʔr sga hán?søn vé:ər jémə?

- Hvor skal Hansen hen?
Hvad skal han købe?
Hvem kommer til Middag hos Familien Hansen?
Hvor længe var Hansens Bror i Amerika?
Hvordan var Vejret i Chicago?
Hvornaar skal Hansen være hjemme?

Record 23B, beginning.

3. Two Danes are going through New York on their way to Chicago.

1. vordán vé:ʔ ðnørsøn a der ər en dán?sg resdorŋ i ny jýrk?
2. v5:ʔr vər tjé:nərəns fð:r ɔ mó:r frð:ʔʔ
3. vá ka man fə: ɔ sbl:sə pə den dánsgə resdorŋ?
4. vá tt:ʔð gər tt:ʔyð te sjiká:go?
5. ka pé:ʔdørsøn ɔ ðnørsøn n5:ʔ də;

- Hvordan ved Andersen, at der er en dansk Restaurant i New York?
Hvor var Tjenerens Far og Mor fra?
Hvad kan man få at spise paa den danske Restaurant?
Hvad Tid gaar Toget til Chicago.
Kan Petersen og Andersen naa det?

Record 23B, after spiral.

4. Mrs. Hansen talks to Mrs. Smith on the telephone.

1. vé:m? tá:ʔlər fru sméa i teləfó:ʔn mé?
2. vé:m? kəm?ər te fru hán?søns méda?

- Hvem taler Fru Smith i Telefon med?
Hvem kommer til Fru Hansens Middag?

[12-C] 317

3. vá sga di ha ɔ sbt:sə?

4. ka fru sméd kóma;

5. vém? sga fru sméd ɔ hénəs dǵdər i biogrǵ:ʔfən mé?

6. vésdə fru hán?sən a fru sméds bró:r vǵr i kǵbənɦǵv?n;

Hvad skal de have at spise?

Kan Fru Smith komme?

Hvem skal Fru Smith og hendes Datter i Biografen med?

Vidste Fru Hansen, at Fru Smiths Bror var i København?

Record 24A, beginning.

5. Moving to the country.

1. vǵ:ʔr bó:ʔr famì:lǵn smét?

2. vǵ:ʔr ve fru sméd flǵdə hén??

3. vǵrfǵr ve hun flǵdə?

4. ɦǵr sméd ʒsə lǵsd te ɔ flǵdə;

5. vǵrdán sga sméd kóma te fǵrédnǵʔən, ves de flǵdər?

6. ɦǵr di vè:ərǵ rón?d ɔ sé:ʔ pǵ: ǵǵ:ər;

Hvor bor Familien Smith?

Hvor vil Fru Smith flytte hen?

Hvorfor vil hun flytte?

Har Smith ogsaa Lyst til at flytte?

Hvordan skal Smith konume til Forretningen, hvis de flytter?

Har De været rundt at se paa Gaarde?

Record 24A, after spiral.

6. A little girl talks with her mother.

1. vá héd?ər den lǵlə pt:ə?

2. vǵ:ʔr ve hun hén me é:rik?

3. vá sga hun ǵǵ:ər fǵrst?

Hvad hedder den lille Pige?

Hvor vil hun hen med Erik?

Hvad skal hun gøre først?

4. *vá sga hun kþ:bə?*

Hvad skal hun købe?

5. *er dər nʃ:əð hun gérnə ve há:ʔ sélʔ;*

Er der noget, hun gerne vil have selv?

6. *vʃ:ʔr véndər é:rig pɔ: hénə?*

Hvor venter Erik paa hende?

SECTION D—TRUE-FALSE

Record 24B, beginning.

This section is a true-false quiz exactly like the one in Unit 6, except that the first item is not a practice item. Prepare a piece of paper with numbers from 1 to 20 and mark the statements that you will hear from your Guide or the phonograph record either *T* or *F*. After you finish the quiz, the Leader will give the correct answers for each statement. Check your paper and give your score to your Leader. He will figure out the average for your group. If your score is less than the average number of correct answers or less than 80% correct, you need more review of the previous units.

Spend the rest of the time going over the items on which you had difficulty.

KEY TO EXERCISES AND TESTS

The following pages give in condensed form a Key to the exercises contained in *What Would You Say?* Sections of each regular Unit, and to the tests and exercises contained in the Review Units.

Each part of the Key is identified by a heading giving the Unit and the Section in which the exercise occurs.

The pronunciation indicated for individual words is that which the word would have in the sentence into which it fits.

UNIT 1

1. (b)
2. (c)
3. (c)
4. (a)
5. (b)
6. (a) or (d)
7. (c)
8. (b)
9. (c)
10. (c)

11. (a)
12. (d)
13. (b)
14. (b)
15. (b)
16. (a) *bat?*
(b) *éba*
(c) *ti?*
(d) *ni?*
(e) *da*

UNIT 2

A

1. (c)
2. (c)
3. (b)
4. (a) or (d)

5. (b)
6. (c)
7. (a)
8. (b)

B

The key below gives you the answers in the correct order.

1. *ja hé:ʔr ər é:ʔn.*
2. *ja dén ər sʔo?*
3. *dər ər é:ʔn li: ɔm jérnað.*
4. *dər ər éd li:ə ú:ʔð.*
5. *nʔj? dən ɛ li:ə ú:ʔð.*
6. *də ər mʔað gʔi;*
7. *dən bogʔn?ər klʔgən b:da.*
8. *də -ʔ:ʔr klʔgən fʔ.ər.*

UNIT 3

A

1. fersdú:ʔr di mǽj;
2. vornú:ʔr dagúʔar biogrú:ʔʃan?
3. vǽ:ʔr bó:ʔr han?
4. er dǽ tʃʊʔalsk;
5. lá:lar di dánʔsk;
6. vǽ basdǽlʔar di?
7. vǽ:ʔr ar di frǽ?
8. vornú:ʔr gǽ:ʔr lá:ʔrǽð?
9. hǽ:ʔr di en gǽ:ʔr k:ʔ ve kǽbrenhǽʊʔn;
10. hǽ:ʔr di en bró:ʔr som er lǽ:ʔ;

B

1. tsmʔ smǽd er ǽgǽ dánʔsk.
2. hǽn e ǫmǽriká:ʔnǽr.
3. hǽn e frǽ sjiká:go.
4. hǽn hǽ:ʔr en gǽ:ʔr k:ʔ ve sjiká:go.
5. hǽn hǽ:ʔr en bró:ʔr som er ensjǽnjǽ:ʔr.
6. hǽn hǽr vǽ:ʔrǽ i dánmǽrg i lá:ʔ dá:ʔ.
7. hǽn bó:ʔr pǽ: ed hǽllʔ i kǽbrenhǽʊʔn.
8. hǽn hǽr mǽʃʊʔ vǽnǽr hǽ:ʔr.
9. hǽn lá:lar tʃʊʔalsk.
10. han fersdú:ʔr dánʔg men han lá:ʔlar dá ǽgǽ sǽ gǽ

C

1. lǽg je rǽ:ʔar ǽgǽ.
2. je ha ǽgǽ lá:la dánʔsk.
3. lá:ʔrǽð gǽ:ʔr ǽgǽ kǽðgǽn ʃáda, de gǽ:ʔr kǽðgǽn mǽ:ʔ.
4. nǽj? je sǽgǽ ǽgǽ i biogrú:ʔʃan:.
5. je er ǽgǽ frǽ kǽbrenhǽʊʔn.
6. mǽ:n bró:ʔr er ǽgǽ sǽʃʃ:ʔr.
7. je bó:ʔr ǽgǽ pǽ: hǽllʔ.
8. nǽj? mid nǽʊʔn er ǽgǽ hǽnʔsom, de er smǽl;

UNIT 4

1. mǽ:ðǽ
2. st:ʔ . . . gǽ:ʔr
3. lá:ʔlar
4. hǽ:ʔ
5. kǽmǽ
6. hǽr

7. kénar
8. gá:ʔ
9. fɜ:ʔ
10. kóna

11. bəsdélʔar
12. sbt:so
13. fɜ:ʔ
14. vé:ar

15. drégo

UNIT 5

A

- A. ve di
- B. kánʔ je
sga vi
- A. sga di
- sga di
- B. vé:ʔ je
héðʔar de
- A. de héðar
- B. hun ve

- A. dé bhar
- B. bətrʔnəna ve
di ve
- A. kónar man
- B. man tɜ:ʔr ... dé tɜ:ʔr
- A. ve di
- B. jé ve
fɜr vi
- A. di ka

B

1. lé:ʔar
2. holélʔar
3. glas
4. kró:nar p:ar

5. lénsdek
6. ɔməriká:ʔnəra slɔda
7. glásəna
8. sənər

331

UNIT 6 (Review)

Section A

I

1. er
2. hɜ:ʔr
3. mɜ:ðə
4. bəgʔnʔar
5. bó:ʔr ... bó:ʔr
6. sbt:so ... drégo
7. tá:ʔlɜr ... tá:ʔlɜr

8. fɜ:ʔ
9. kónʔar
10. gá:ʔr
11. hɜ:bar
12. kénar
13. rɜ:ʔ
14. sé:ʔ

15. tɜ:ʔr

323

1. kʰyən
2. buisən ... sbóruŋʔən
3. rəjɲeŋʔən
4. by:ʔən
5. ɛn kɔb
6. kʰrɛŋ
7. ɛn gɔ:ʔr

8. holdʔəð
9. glásənə
10. tɛnsɛgəruə
11. sláda
12. sigərdər
13. sənər
14. lɛ:ŋər
15. kɪbər

1. dɛn
2. dɛnʔ
3. dɛn
4. ɛd
5. de
6. de

7. dɛnʔ
8. dɛn
9. ɛd
10. ɛ:ʔn
11. dɛn
12. dɛn

1. sga di sé:ʔ lɔŋəkt:ŋə ɔ dɛn lɪlə hɔfɪrɪ:ɔ;
2. rɪ:ʔər dɪ; ve dɪ ɛgo ká:ʔ ɛn sigərɛl;
3. je vé:ʔ ɛgo vrɛs:ʔr tɪ:ʔəð gɔ:ʔr.
4. já dɛ ɛr je.
5. dɪgɔdər jɛnsɛn dɛ ɛr gɔrɔjər hánʔsɛn.
6. ve dɪ ɛgo lɪ:lə lɛd lɔŋsɛmʔərə. je kə ɛgo fərɪdɔ:ʔ dɛm.
7. kɛnər dɪ mɪ:n bró:r;
8. je ve gérnə sé:ʔ nɔ:n dɔnsə gɔ:ʔr.
9. i mɪrɛn sga je i dɪ:ərɪd.wɛn.
10. je hɔr ɛ:ʔn bró:r sɛm ɛr lɛ:ŋə, ɔ ɛ:ʔn sɛm ɛr lánmɪnʔ.

Section C

1. F
2. F
3. T

4. T
5. T
6. F

1. F
2. T
3. T

4. F
5. F
6. T

III

1. F
2. F
3. T

4. F
5. T
6. T

IV

1. F
2. T
3. F

4. F
5. T
6. F

V

1. F
2. F
3. F

4. T
5. T
6. T

Section D

Part 1

1. (T) In America you speak English.
2. (F) Copenhagen is a city in America.
3. (F) You can take a streetcar from Copenhagen to Chicago.
4. (T) Seven and three are ten.
5. (F) You say *velbekømt* in America.
6. (T) In Denmark they eat *smørbrød*.
7. (T) Children like sugar.
8. (T) *méda* is "dinner" in English.
9. (F) You can't get cigarettes in America.
10. (F) Denmark is a small city.

Part 2

11. (F) My brother eats dinner in a streetcar.
12. (F) The Danish king lives in Chicago.
13. (F) Mermaids live in the best hotels in Copenhagen.
14. (F) A lawyer is a waiter in a restaurant.
15. (F) A day has twelve minutes.
16. (T) Water is not cream.
17. (F) There's not one engineer in America.
18. (F) Mermaids drink beer all day.
19. (T) My father is not my brother.
20. (F) You don't get a check in a restaurant.

Part 3

21. (F) Two and five are six.
22. (F) There are eleven days in a month.
23. (F) Many Americans live in bathrooms in Copenhagen.
24. (T) There are many Americans in America.
25. (T) My daughter and my son are my children.
26. (F) You eat dinner in the movies.
27. (T) There are many buildings in Copenhagen.
28. (T) There are many parks in America.
29. (F) My wife is king of America.
30. (T) In Danish you say *vå bahq:ʔr*;

Part 4

31. (T) A farmer lives on a farm.
32. (T) You have to pay for beer in American restaurants.
33. (T) In the churches in Denmark, Danish is spoken.
34. (T) You can't see all of America in one day.
35. (T) There are many (people) in America named Smith.
36. (T) You can't see around a corner.
37. (T) Denmark is very small.
38. (T) You don't eat matches.
39. (T) In Denmark they eat *smørbøf:ʔð*.¹
40. (F) You can see all of America from a building in Chicago.

UNIT 7

A

1. —
2. *gʔi*
3. *dənsqə . . . lqʔd . . . mlʔi*
4. *dəʒli*
5. *vəʔm . . . lq:ʒə*
6. *dəʒlid*
7. *kʒlə . . . stsdə*
8. *dənsqə . . . mlʒə*
9. *kʒlʔi*
10. *ðmarikə:ʔnsq*

¹ Repeated by mistake.

11. gð
12. kál?ð . . . vgr?mi
13. þmarikð:nsgr . . . lgr?ð . . . dðjlið . . . kðri

B

The following key indicates the noun that should be used to fill in each blank. Let the Guide judge the sentences which the members of the group make up. If you have no Guide, criticize one another.

- | | |
|-------------|-----------------|
| 1. dððar | 9. bgr?n |
| 2. býgney?r | 10. sigarérar |
| 3. sðmar | 11. áðnar |
| 4. vén?ðra | 12. kðpa |
| 5. ú:?? | 13. kró:nar |
| 6. áððan | 14. þar mð:nðar |
| 7. dá:? | 15. mðron |
| 8. vén | 16. vðn? |

UNIT 8

A

I

1. han bó:??r þo: ed hotél? i kððonhgr?n.
2. forði:?? vé:erlsað er so líla.
3. já dð ér ðar, men han mð: dð:la de me ed þar ándra.
4. han boldi:??lar þ:ða kró:nar om dð:ðan.
5. forði:?? de er for dý:??r.
6. han ve þrð:va o fénð ed ánoð vé:erlsa i ed þagsjonð:??.

2

1. néls ve há:?? ed ánoð vé:erlsa.
2. já hán kénar ed gð þagsjonð:??.
3. lí:?? i néthð?om a é:rigrs jém?.
4. forði:?? han há:??r en vén som bó:??r ðar.
5. han sga boldi:??s sýo? kró:nar om dð:ðan. me mðð.

B

1. já
2. já
3. jó:?
4. já
5. jó:?
6. já
7. jó:?

8. já
9. já
10. jó:?
11. já
12. jó:?
13. já
14. jó:?

UNIT 9

A

sýo? ɔ haltrés
 tré:ʔ kúnraða fém? ɔ særa
 fém? ɔ særa ló:ʔ ɔ fl:ʔrs
 sʔo? kúnraða sýo? ɔ halfljérs
 tré:ʔ ɔ tréðva fl:ar ɔ haltrés
 sýo? ɔ tʃ:va é:ʔn ɔ halflém?s
 ʒ:da kúnraða sýo? ɔ sære
 ségs ɔ halfljérs fém? ɔ særa
 tré:ʔ ɔ tréðva
 nt:ʔ kúnraða é:ʔn ɔ tʃ:va
 fém? ɔ halflém?s
 ló:ʔ ɔ trés nt:ʔ ɔ særa
 tré:ʔ ɔ halfljérs ʒ:da ɔ fl:ʔrs
 ddam

ségs ɔ tʃ:va sájsdon
 ló:ʔ ɔ tréðva fém?dan
 sýo? kúnrað ɔ néðan
 sýo? ɔ trés sjoðan
 fém? kúnrað ɔ spðan
 trés nt:ʔ ɔ halflém?s

B

1. di bó:ʔr á:ðamʃar kóðanhuʔn.
2. di kélʔar ʃnarʃan.
3. han kəmʔar dərtil me é:ʒ:ʔrəð.
4. han sga vé:ar dər klɔʒan ségs.

5. *di lá: ?lor om vé: ?rð ɔ om kþbñhgv?n.*

6. *kóm i tré: ? dá: a.*

7. *han hgr vé: rð þo: la nali: nja ɔ þo: nasjond: ?lmusé: rð, ɔ han hgr
sso sé: ?d amá: ?ljend?: ?r.*

8. *frádl: ? kþbñhgv?n er en máðð ré: ?n bý: ?.*

9. *kóm er frg wásjenlon.*

10. *dl hgr vé: rð i ny jörk.*

11. *han gr jém? klögn lálz.*

C

1. *vordén ka je kýmz le amá: ?ljend?: ?r slá?*

2. *je þrþ var ɔ sfoa ed ánað vé: arlza.*

3. *je hq: ?r no: n gó: a vónar i kþbñhgv?n.*

4. *ónsgýl? men hq: ?r di no: n sigertédr;*

5. *je ve máðð géna, men di öndra kán? égo i áslöm.*

6. *míð vé: arlza er þr dj: ?rl.*

7. *vor máþa bát?n hq: ?r dí?*

8. *sga ví égo þrþ vo en ánan resdorýn;*

9. *mí: n kó: na ɔ mí: na bát?n kým?ar le kþbñhgv?n i mýron.*

UNIT 10

1. *kþbða*

2. *sgþnda*

3. *bólá: ?ld*

4. *vündaða*

5. *bó: ?að*

6. *flþaða di*

7. *bólá: ?ldz*

8. *bosdl?da di*

9. *sbi: ?sd*

10. *ví: sda ... sd: a ... vgr*

11. *kén?d*

12. *ký: bæða ... sné: ?að ... bý: ?sd*

13. *sý: ? þo: ... kúsdæða*

14. *seg ... smága.*

15. *kþbd*

16. *þrþ: væða di ... lá: lða di*

17. *brógd*

18. *mþda ... sbí: sda*

19. *tró: ða ... bogþn?da*

20. *þrþ: væð*

UNIT 11

I

The salesman would like to know what you want.

mí: n vén ve géna sé: ? þo: ed þar brú: na sgó: ?.

What size do you take?

han brú:ar sdærlæsa lí: en hól?

He says that's size forty-two here in Denmark. He wants you to try these on. Do they fit?

mí:n vén stæ a dt er fœr smá: ɔ han ka éga lí: dom. vá ka dí éli?ers v:sa hgm?

Here's another pair in your size. He wants to know how they are.

Are they big enough?

han stæ a dí þósser hgm. vor máað kúsdæ dí?

They're twenty-one and a half crowns. He says they're very good shoes.

já dtm ve han gérna há: ɔ han ve þsa gérna ha no:n brú:na sýger, ves han ka fj: de hé:r.

He says they have some good brown socks. He thinks size eleven and a half will fit you.

han ve gérna ha lá: þór, ɔ han ve gérna v:ðæ vor máað dí kúsdæ.

They're two crowns and twenty-five øre a pair.

ka dí végsla haltrés kró:næ;

Yes, he can. Here are your twenty-four crowns.

2

mí:n vén ðnsjænjær hól ka éga lí: dæda vé:ærlsa.

He wants to know if this is room number 206 and why you don't like it.

han stæ de er fœr líla ɔ dæ er kon éd vændu. ɔ han ve gérna há: ed bá:ðæ:ærlsa.

He says they have lots of large rooms, but they cost more than this one. He wants to know if you'd rather have a large room with a bath.

vor máað ve dé kúsdæ?

It'll cost twelve crowns a day.

já hán ve gérna há: de, ɔ han ve gérna flþda i áfdm.

He says that's O.K.

ðnsjænjær hól há: ær nð:æð snúvætj. ka han séna de þo: vægæri:æð élar gær dí-de hé:r þo: hólél?æð.

He says there's a very good laundry here at the hotel. If you send your clothes today, they'll be back in five or six days.

ensjænjæ:ærn hær þsa ed sæd tîj som han gérna ve ha séna?d le rensæri:æð. er dæ ed rensæri: hé:r.

He says there isn't any cleaner in the hotel, but there's one right across the street. If you give him the suit, he'll have it sent to the cleaner's.

ensjóniþ: þarn ve gérna ví:ða vð: r han ka blá:ð klébað ɔ barbér: ʔarð þo: ed þór minúðar. han sga sgðna saþ fardl: ʔ han sga mþ:ða en vén ɔm en hál? í: mæ.

He says there's a barber here in the hotel where you can get a shave and a haircut in ten minutes.
mápa ták.

B

1. *kar du senn?d did sed þij le rensert: ʔað;*
2. *ka je kðma le lapelt: njo me blás;*
3. *je har tróþað dðras kð:nas mó:r, men je kðnar égo kðnas sfð:r.*
4. *je ka égo sðna mð: ʔn barbér: ʔmasgð:nə, ka dú sðna dl: ʔn;*
5. *vi ka égo vé: ɔr jéna klðgen ségs. vi sgðna ɔs men vi nð: ɔða égo bl: ʔarð.*
6. *ka dí í: ʔ dðras vé: ɔrklə; jé ka égo í: ʔ mlt.*

UNIT 12 (Review)

Section A

I

- | | |
|--------------------------------------|--------------------------|
| 1. mlt? | 15. dðn?sg |
| 2. brú: ʔn ... brú:nə | 16. vgr?md |
| 3. dðnsə | 17. farsgél?is ... nó:n |
| 4. kðrða | 18. en ánon |
| 5. ílla | 19. lðrsdía |
| 6. vordán | 20. ný: ɔr ný: ʔ |
| 7. no:n ví:ða | 21. vðras ... dðras |
| 8. mi:n ánon | 22. nð: ɔð |
| 9. entrásdn?ða | 23. hans |
| 10. díð or dðras ... lðsð ... vénlit | 24. smð: ʔ |
| 11. gðd | 25. nó:n ... ðndra dðnsə |
| 12. dðjli | 26. ðmæriká: ʔnsə |
| 13. ví:ða | 27. brú:nə |
| 14. nð: ɔð | 28. sdð: ɔr |

2

1. mǫðla . . . gíg
2. gá:ʔ . . . kǫðla . . . dt:lǫ
3. fég . . . bolá:ʔlǫ
4. fǫnʔd
5. fǫðlaʔa . . . lǫ:ʔ
6. sbt:sa . . . glǫmǫ
7. t:ʌf . . . glǫmʔd . . . hǫ:ʔð
8. hǫ:ʔa
9. blǫ:ʔ
10. kǫmʔ . . . vǫ:ʔð

11. kǫðla . . . kǫðlaʔa
12. pǫʃ:ʔaʔa . . . pǫsaʔa
13. rǫʃʔ
14. sǫ:ʔ
15. fég . . . smǫgǫ
16. lǫ:ʔ . . . vǫr
17. lǫ:lǫ
18. vǫndlaʔa
19. hǫ:ʔa . . . wǫ:ʔa
20. trǫ:ʔa . . . blǫ:

3

1. dǫʃ or dǫm
2. dǫʃ or dǫm
3. dt
4. dǫʃ or dǫm . . . dú or dt
5. dú

6. dǫʃ or dǫm
7. dǫʃ or dǫm . . . dú or dt
8. dú or dt
9. dǫʃ or dǫm
10. dú or dt . . . dú or dt . . . dǫʃ
or dǫm

4

1. já dt ǫr je.
2. jó:ʔ dt sgǫl je.
3. já dt trǫ:ʔr je.
4. jó:ʔ dt ǫr dt.
5. já dt hǫ:ʔr je.

6. jó:ʔ lǫg dt vǫ je gǫrǫ.
7. jó:ʔ dt kǫ je gǫl.
8. já dt gǫr je.
9. já lǫg dt vǫ je gǫrǫ.
10. já dt trǫ:ʔr je.

Section C

I

1. han var ú:ʔa ʔ kǫ:bo tǫʃ.
2. han kǫðla en brú:ʔn frǫga ʔ no:n sgǫrðar ʔ ed þar sgǫ:ʔ.
3. han bolá:ʔlǫ hǫmrǫða ʔ trǫs krǫ:nor fǫr dǫm.
4. han vǫr i bǫ:ʔm hǫ:lo dt:ʔm ʔ le mǫða ʔm áfðanǫm
5. han fég fǫr mǫð ʔ sbt:sa i gǫ:ʔr.
6. hǫn sga ha vǫrʔm lǫmssdǫʃʔ.

2

1. han sga kǫ:bo no:n fǫrsgǫlʔa lǫʃʔ.
2. han sga kǫ:bo nd:ʔð kǫð ʔ no:n grǫnsd:ʔor.

3. dé ger hán?sons bró:r.

4. han var i amé:riko dé 5:r.

5. de var fr kíléd om vénðaran 3 fr vgr?md om sámaran.

6. han sga vè:er jémo tí: mánúdar 3er sém?

3

1. han lá:ldo me en dán?sg tjénar som kénnd en gó: dán?sg resdo-
rðy.

2. dé var frg kóðanhó?n.

3. man ka 3a: smérarðr: 3 3 m3:sgé: rþ: 3ðgrþ: 3 me flþ:ða.

4. de g5:r klðgan tí:?

5. já ves dé sgðnar sagj.

4

1. hun lá:lar me fru hán?3:n.

2. ðnsjónfr lgr3en 3 hán3 kó:na k3m?3r.

3. dé sga ha söb, k3fey me n3: 3 þort3flar, 3 rþ: 3ðgrþ: 3 me flþ:ða.

4. n3j? dé ká hun éga.

5. dé sga i biogrð: 3fen me fru sméds bró:r.

6. já men hun há:ða glémð de.

5

1. dí bó:3r i kré3jansgð:ða ndmar tí: i kóðanhó?n.

2. hun ve gérna flþda á:ðanf3r bj:3en.

3. 3rð3: 3 de valla vè:3r 33 gðd 3fr bót?nena 3 vè:3r á:ða.

4. n3j? han ve kél3ra bó: 3 i bj:3en.

5. han sga me tí:3rð le bj:3en 3 bá: 3é3dar me sbórv3?nem le
fréðney?en.

6. já dé h3:3r dí.

6

1. hún léð?3r k3rsðen 3nar3en.

2. hun ve i biogrð: 3fen mé hgm.

3. hun sga 3érðd g3: 33?3r le sé:bahú: 333ð 3fr fru 3nar3en.

4. hun sga kþ:ða nd:3ð sé:ða en lánðar3da 3 ad þ3r þ3gar þarbé:3r-
blá:ða.

5. hun ve gérna há: 3 en n3: 3 kám?

6. han véndar þ3: hén3 jémo.

Section D

Part 1

1. (F) A year has 355 days.
2. (T) You have to have razor blades for a razor.
3. (F) All shirts have detachable collars.
4. (T) A comb is generally cheaper than a coat.
5. (F) There are always eight children in a family.
6. (T) Fruit pudding with cream is a dessert.
7. (F) All small hotels have over 4,484 windows.
8. (T) You give the waiter a tip in a restaurant.
9. (F) There's never any sun in Denmark.
10. (F) You buy toothbrushes in a restaurant.

Part 2

11. (T) An hour has sixty minutes.
12. (F) In Chicago the winter's very warm.
13. (F) You eat roast lamb for dessert.
14. (T) You can send dirty clothes to the laundry.
15. (T) When you're thirsty, you want something to drink.
16. (T) In winter the days are short.
17. (F) There's a telephone in all bathrooms.
18. (T) In Denmark you buy soap in a *støbehånd?*.
19. (T) You can't buy chickens at the cleaner's.
20. (F) A hungry barber can always eat razor blades.